

Annual Catalogue

And Course of Study

of

The Illinois

State Normal University

Normal, Illinois

~~~~~ Fortieth Year ~~~~~

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For the Academic Year Ending June 24

1897

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OF THE

STATE OF ILLINOIS

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# Illinois State Normal University.

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## Early History.

THE Illinois State Normal University was established by act of the Legislature in 1857. The statute providing for its location directed the governing board to solicit bids from competing points. Four cities were especially interested in securing it. Bloomington, McLean county, having offered the most favorable inducements, was selected as the location of the school. In October, 1857, the school began its sessions in rented rooms in the city of Bloomington. In September, 1860, it was removed to what was then known as North Bloomington, where a commodious building had been erected for its accommodation. The suburb of North Bloomington subsequently became a separate town under the name of Normal. It has a population of about 4,000. It is a very desirable place of residence, having those qualities which are especially characteristic of school towns. The charter provides that intoxicating liquors shall never be sold within the limits of the town. There are no places of amusement nor resorts that are in any respect objectionable. Electric cars connect Normal with Bloomington.

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## Material Equipment.

THE Normal School is comfortably housed in three buildings. The older contains three stories and a basement. It is about 100 by 160 feet. It is built of brick and cost originally about \$120,000. The basement contains dressing rooms for gentlemen, the chemical laboratory, a room used for clay work, another used for class exercises, and several store-rooms. On the first floor are the reading room and library, dressing rooms for ladies, office, a spacious room for drawing classes, and an assembly room and class rooms. On the second floor are the normal assembly room, with a seating capacity of 376, and eight class rooms each about 30 by 32. On the third floor are the museum, physical laboratory, office of the teacher of natural sciences, a large assembly hall, and the halls of the two literary societies.



The Training School building is a substantial brick structure of two stories and a basement. The basement contains play rooms and dry closets. On the first floor there are five school rooms, each having a seating capacity of forty pupils. There is, beside, a smaller room that is used for recitation purposes. On the second floor there is a room for the grammar grade, with a seating capacity of 150. In addition to this there are eight recitation rooms, each of which is sufficiently large to accommodate a class of twenty-five. The peculiar construction of this part of the building is to be accounted for by the fact that it became necessary to secure as many class rooms as possible in order to furnish opportunities to a large number of pupil teachers to engage in the practice work.

The two buildings are heated from a commodious boiler house which is equipped with three large boilers.

A third building, 100 by 125, is partially completed. It will contain an admirable gymnasium, bath rooms, a bowling alley, library room, and science rooms. The cut on the fourth cover page shows it as seen from the east. The gymnasium has been in use for several months.

The chemical laboratory is well adapted to the needs of the school. The physical laboratory is well equipped with apparatus. The museum contains a large collection of specimens. The science department is furnished with an excellent lantern, and is also supplied with a steam pump for the compression of gases.

There is a valuable reference library of over 9,000 bound volumes and 2,000 pamphlets. These books have been carefully selected, and there are scarcely any useless volumes in the collection, while new and desirable additions are being constantly made.

Students are allowed the free use of the reading-room, and may draw out books without charge. The department is open seven hours and a half of every school day, and the librarian and an assistant are always in attendance. The privilege of access to the shelves has been established and the librarian gives instruction on the use of the library, in a set of informal talks. It is the aim of teachers and librarian to help the students to cultivate a familiarity with good literature and with the use of books, and to give them the best possible assistance in doing their reference work.

There are four excellent literary societies connected with the school.

The campus contains fifty-six acres and affords abundant room for tennis and other out-door exercise, when the weather will permit.

### **The Organization of the School.**

**T**HE institution known as the Normal School contains two departments: First, the Normal Department; second, the Practice Department.

No person is admitted to the Normal Department who does not sign a declaration of his intentions to teach. Applicants must be 16 years of age if females, and 17 if males. No charge is made for tuition except to persons attending from other states, who do not expect to teach in Illinois. The membership of this department is usually from 550 to 650. Eighty-seven counties of Illinois have been represented this year. Fourteen teachers are employed in this department.

The Practice Department is a necessary adjunct of the Normal Department. It consists of a school of ten grades, six of which are below the grammar grade. The aggregate attendance of the Training School is usually about 300. Nine persons are employed in connection with this school. Four of these devote their time to directing the practice work of the Normal pupils; a fifth is principal of the Grammar Department. The others act as principals of the primary and intermediate rooms. No charge is made for pupils in the primary grades. The pupils in the intermediate department pay \$15 a year, and those in the grammar grades, \$25.

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### **Methods of Admission to the Normal School.**

All applicants for admission are required:

1. To be, if males, not less than 17, and if females, not less than 16 years of age;
2. To produce a certificate of good moral character, signed by some responsible person;
3. To sign a declaration of their intentions to devote themselves to school teaching in this State as follows:

"I hereby solemnly declare, that my purpose in attending the Normal University is to fit myself for teaching in the schools of Illinois, and that I will carry out this pledge in good faith; and I do further pledge myself to report to the President of the University, semi-annually, where I am and what I am doing, for three years after graduating at said institution."

Tuition is free.

The following evidences of scholarship will admit applicants to the school:

1. First-grade certificates.
2. High school or college diplomas.

3. Certificates of attendance at other State Normal schools or at the University of Illinois.

4. Appointments from County Superintendents.

5. A satisfactory examination by the faculty.

An appointment may be secured from the County Superintendent by successfully passing an examination about equivalent to that required for a second-grade certificate.

Each county in the State is entitled to appoint two pupils, and each representative district is entitled to appoint, in addition, as many pupils as there are members in the General Assembly from that district. Single counties constituting a senatorial district are, therefore, entitled to six pupils; senatorial districts comprising two counties, to eight pupils; those comprising three, to ten pupils; and so following. In districts composed of two or more counties, Superintendents desiring to appoint more than two candidates should confer with the other Superintendents in the district for an allotment of the appointments.

If applicants have none of the papers mentioned they are examined by the Faculty in Reading, Arithmetic, Geography, English Grammar, United States History, and Orthography. If found competent they will be admitted to all of the privileges of the institution.

There are three courses of study:

a. The regular English course of three years.

b. The classical course of four years.

c. The two-year course for graduates of accredited high schools.

Pupils are expected to take the regular work of the school. Exception is sometimes made, but each case is passed upon individually. College graduates will receive special privileges in the choice of studies, and will be graduated by special arrangements.

Any teacher in the State is welcome to come here at any time, to remain as long as he pleases, to visit any of the classes and laboratories, and to observe any of our work—all without enrollment or responsibility.

Any one desiring to complete the course in less than the usual time will be offered examination in any of the studies. A residence of at least one year is required for graduation. Pupils are not permitted to select studies at pleasure unless they possess unusual qualifications.

Those desiring to work exclusively in our Practice Department will be afforded abundant opportunity to do so if found prepared.

No person will be entitled to graduate who does not make the required standing in each study of the course—either by work in the class-room, or by examination, as described above. Any person is entitled to our diploma who shall have completed our required Course



of Study, without regard to the time he may have spent here; provided, that his residence shall not be less than one year, and that his deportment and character shall be satisfactory to the faculty.

We transfer to our books no marks of standing from other institutions, but work done in other state normal schools and at the University of Illinois will be accepted in lieu of work required here.

New students are received at the beginning of every term. It is important that they should be present on the *first* day of the term, as the regular recitations invariably begin on the *second* day. Failure to be present on the first day does not debar one from the privilege of joining the school; but every day of delay in entering greatly increases the difficulties of the beginner's work.

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### Expenses.

The following estimate of necessary expenses is approximately correct:

#### NORMAL DEPARTMENT.

|                           |                |
|---------------------------|----------------|
| Tuition.....              | Free           |
| Board, 39 weeks.....      | \$100 to \$140 |
| Washing.....              | 15 to 25       |
| Books and stationery..... | 10 to 15       |
| Total.....                | \$135 to \$196 |

Good rooms and excellent boarding places are abundant. Arrangements can be made after arriving here better than by letter.

Students are advised to bring with them such books as they may have, but not to purchase others until they arrive at the University. Students arriving on the I. C. and C. & A. railroads should come to Normal station; those arriving by other roads can reach Normal from Bloomington by street cars. In no case is the hiring of a carriage necessary.

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### General Statements.

Thorough discipline is enforced in every department.

A certificate is granted for the successful completion of one year's work, and another for that of two years.

New students will receive a hearty welcome to the Young Men's and Young Women's Christian Associations of Normal. These organizations are vigorous and active, and seek earnestly to promote the spiritual welfare of the students.

The Museum and the room for microscopic work are in the University building, and to these the students of the University have access under certain restrictions.

There is no boarding house connected with the institution.

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## Analysis of Course of Study.

### READING.—*First Term.*

I. *Phonics*.—1. A thorough mastery of the forty-four elementary sounds, with study of the movements of the vocal organs in producing them. 2. Practice in the use of the diacritical markings used in Webster's Dictionary.

The purpose in this work is to furnish the student a scientific basis for teaching the sounds, and to assist him in discovering and correcting faults of speech.

II. *Reading*.—1. Several American masterpieces are read during the term. 2. Topics are assigned for reference work. 3. Besides the general study of the thought an analysis of the structure of the selection is sometimes made. 4. In connection with the study of the author other selections are read to the class by the teacher to extend their knowledge of his works, and to awaken higher ideals for oral work. 5. Application of the work in Phonics to the work in Reading.

The aim is to teach the student how to study a selection so as to draw from it real value and enjoyment, and to assist him in acquiring power and skill in the use of the voice in expressing his thought.

### READING.—*Second Term.*

Two plays of Shakespeare form the text of the term's work. The following plays are used: Macbeth, Julius Caesar, Merchant of Venice, As You Like It, Twelfth Night, Henry IV., Part I. In this work special stress is laid upon the natural but expressive and forcible rendering of the thought. All of the time that can be spared from the thought analysis is devoted to practice and drill in oral reading. In the thought study some collateral reading is required on each play. At least one commentary is read, and, if the play is historical, the history to which the play relates is read.

A series of lessons on method in oral work, and the relation of physique and voice to expression, is given.

### ARITHMETIC.—*First Term.*

I. *Primary Arithmetic*, five weeks.—(a) Purpose—To outline a course in number for the first four years, and develop and illustrate

the principles and methods of instruction. (b) Topics: 1. The logical order of number knowledge. 2. The use of counters, blocks, and other aids in teaching number facts to 12, in developing the decimal system, in teaching the fundamental operations in written arithmetic. 3. Oral language: Forms of description and analysis appropriate to the several stages. 4. Forms of written work. 5. Number stories and drill exercises. The proper use of a primary text-book. 6. Coördination of arithmetic with other branches in the primary school.

II. *Factoring, Fractions, etc.*, seven weeks. (a) Purpose.—1. To organize the student's knowledge of Arithmetic by deriving all number-relations and processes from the simple idea of addition, and the grouping of numbers in the decimal system. 2. To suggest methods and devices for teaching the several topics. (b) Method. Fundamental principle—every process in Arithmetic should be learned as a rational process; *i. e.*, an operation with numbers of things. From concrete examples there should be a conscious generalization of the process in the form of a rule; finally, long-continued drill until the process with the mere symbols becomes mechanical. Accordingly what can be done with integers is first learned with splints, grouped into bundles in accordance with the laws of the decimal system. Fractions are investigated by folding and cutting paper circles and paper squares. The oral description and written representation of the operations thus discovered are succeeding stages. (c) Topics. 1. Notation—Laws of the decimal system and the Arabic notation; comparison with systems of different radix. 2. Fundamental rules—contracted methods. 3. Factoring—principles of factoring; demonstration of tests of divisibility; greatest common factor; least common multiple. 4. Cancellation and straight-line analysis. 5. Fractions—the fractional unit; the functions of the denominator; illustration and demonstration of the six principles upon which the various operations depend. Ordinary text-book topics in fractions. In these the central thought is that operations with fractions are fundamentally the same as operations with integers, the only difference arising from the different way of representing the unit. 6. Decimal fractions—the peculiar notation; reading and writing pure and complex decimals; reduction of common fractions to decimals; repetends and their simpler laws; effects of moving the decimal point; limits of accuracy in multiplication and division. Oughtred's Contracted Methods.

Special attention is given to oral analysis to secure an accurate knowledge of the language and facility in the use of the best forms of expression.

The mensuration of rectangles, triangles, circles, rectangular prisms, and cylinders is developed in connection with this work. Rules of mensuration are derived from an analysis of the forms meas-

ured. Thus, the ratio of the circumference of a circle to its diameter is approximately determined by measuring carefully several cylindrical bodies, and averaging the quotients obtained by dividing each circumference by its diameter. Cook's New Advanced Arithmetic.

### *Second Term.*

#### Topics.

I. *Weights and Measures*, three weeks.—Purpose—1. To interest the student in the derivation and meaning of our standards; the history of the calendar and kindred topics. 2. To inform the student in regard to the conditions that obtain in problems in carpeting, papering, plastering, land and lumber measure, fencing, the measurement of bins, tanks, and cisterns, and other practical problems. Topics: 1. Tables of length, weight, value, etc. 2. The various problems in reduction of compound numbers. 3. Addition, subtraction, etc. 4. The interval between two dates. 5. Changing from one system to another. 6. The metric system. 7. Longitude and Time: Construction of comparison table, local and standard time, the international date line.

II. *Square and Cube Root*, four weeks.—Process is derived from the geometrical applications; *i. e.*, finding the side of square, or edge of cube, whose area, or volume is known. The relations of the sides of the right triangle. Surface and volume of pyramid, cone, sphere, shell, frustum. Laws of similar figures. Ratio and proportion are developed in connection with similar figures.

III. *Percentage*, five weeks. Method.—The same forms of analysis are used as in common fractions. The three fundamental cases are carefully studied, and their applications shown in Profit and Loss, Commission, Stocks, Insurance, Taxes, Interest, Discount, and Exchange. In these applications, emphasis is laid on the nature of the business, to which percentage is applied. The number-work becomes subordinate.

### ALGEBRA.—*First Year, Third Term.*

I. *Algebraic Notation—Fundamental Operations*.—Especial attention is given to the reading of algebraic expressions, the discussion of definitions, positive and negative numbers, and the derivations of the laws of the fundamental operations. Processes and principles are arrived at by deductions from definitions, rather than by generalization from particular instances.

II. *Factoring and Fractions*.—These subjects are treated with more thoroughness than in any of our elementary text-books. The method applicable to each class of problems in factoring, is formulated in a rule, describing the case and the mode of discovering the factors.

III. *Simple and Fractional Equations—Problems*.—The significance of the several transformations of equations. How to state a problem.



*Second Year, First Term.*

Comparison of the various modes of Elimination. Involution and Evolution. Development of the theory of exponents. Quadratic Equations. Especial attention is given to the language of Algebra. Reading of Algebraic expressions in unambiguous phrases; accuracy in describing and relating algebraic processes and in stating principles established. Rigorous demonstrations are combined with the inductive method. Wentworth's School Algebra.

GEOMETRY.—*Second Term, Third Term.*

The course extends over two terms of twelve weeks each, and includes the ordinary High School course, in plane, solid, and spherical Geometry. White's Geometry is the text. About one-third of the time is devoted to original exercises. Special attention is directed to the mechanism of deductive reasoning, the earlier demonstrations being developed in complete syllogisms. The several stages of a demonstration are seen and strict conformity to the type required. Review exercises include classifications of the established truths of the science and schemes for tracing proofs to the original definitions and axioms upon which they rest. Forms of geometrical notation are discussed and considerable practice is given in brief forms of written work. Two main ends are kept in view: to equip the student with the forms of deductive reasoning, and to make the study a drill in precise thinking and accurate, perspicuous expression.

BOOKKEEPING.—*Six weeks.*

The course includes six typical sets in Single and Double entry, with a few leading topics in Business Arithmetic and Commercial Law.

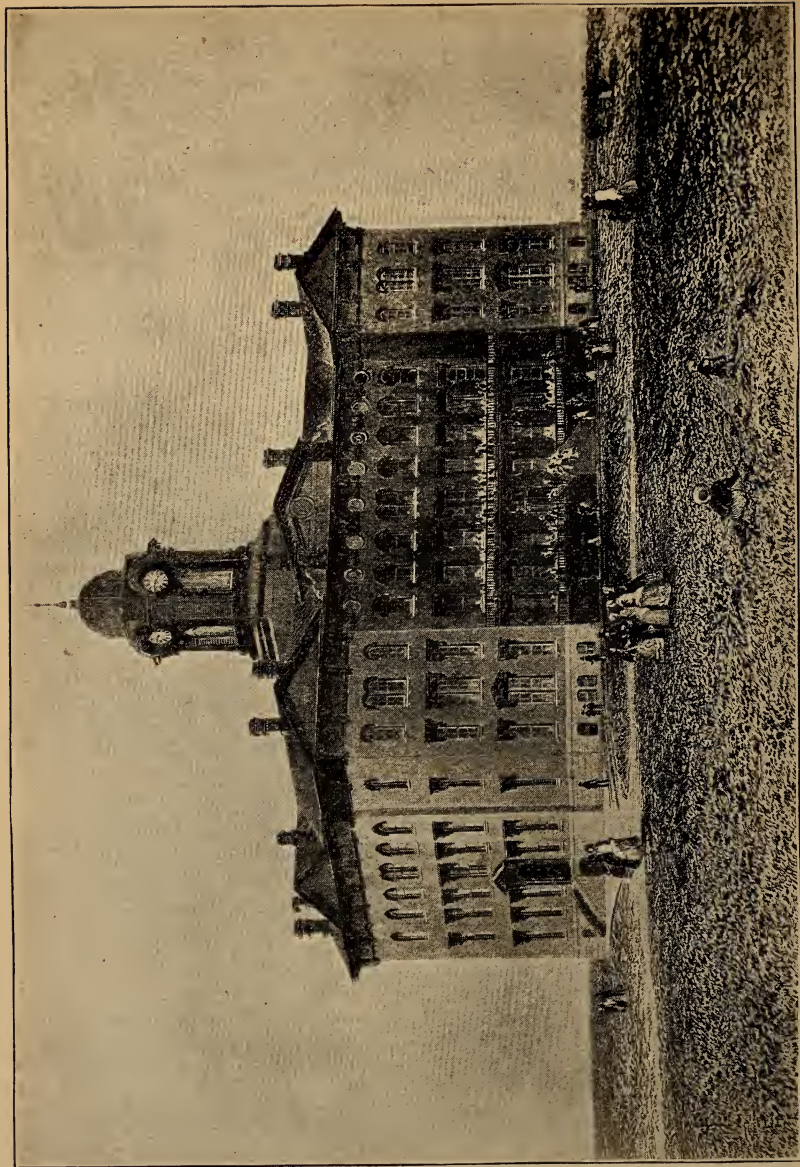
SCHOOL LAW.—*Five weeks.*

The text used is Bateman's Decisions. The course is especially to instruct in the legal duties and powers of teachers as defined in statutes and judicial decisions. Other topics discussed are, History of Public Education in Illinois, The School Funds, The Various Units of School Administration, School Officers—Their Powers and Duties.

## GEOGRAPHY.

INTERMEDIATE GRADE. How to *teach* shape of the earth; motions of the earth with their consequences. Importance of their being able to read a map right; Geography is a study of things; forms on the map are symbols, and stand for things; the things themselves should be studied as far as possible; relation of the symbol to the thing. Value of pictures in teaching Geography; teacher should make collection of geographical pictures; where such pictures can be obtained.





University in 1860.

Use of the stereoscope in teaching Geography. To distinguish between land and water as represented on a map. Study of the hemispheres, noting differences and resemblances, and giving reasons for names. Study of the continents; number; comparative size; differences and resemblances; main purpose, to fix in the mind a picture of their forms and relative positions. Study of principal bodies of water; oceans, seas, gulfs, etc., noting their forms, and positions relative to the continents and to each other. Plan for the study of a continent, fitted to home continent. Purpose of plan, to show sequence of topics in scientific teaching of Geography; the sequence should show the relation of cause and effect; the following sequence suggested: Position, comparative size, shape, outline, surface, drainage, climate, vegetation, animals, man and his occupations, minerals, political divisions, cities, railroads, etc. Elementary Physical Geography should always come first in the study of the continent, country, state, etc., as it is the more concrete, and consequently the more interesting; the Political Geography should come later, as it is more abstract, and is largely determined by the Physical Geography. Study of the United States; follow plan for study of a continent. Study modeling; model different forms of land and water; advantages of sand modeling; abuses. Review work on home state. Study of other states and territories. Follow the natural features, such as watersheds, river basins, etc., as far as possible, forming mental pictures, and representing these pictures in maps with crayon or pencil, and in the sand. Free use of chalk and sand. Relation of Geography to Botany, Zoology, etc.

Intelligent study of History based largely on Geography. Geography and Literature. Study of chief cities, determining reason for their location, principal industries and prosperity. Study of the principal railroads, showing their importance, reason for their location, their influence on the country through which they pass; influence of the country upon railroads. Review government of home state; study government of the United States, briefly. Study productions, manufactures, commerce, minerals. Difference of chief crops, minerals, manufactures, etc., of different sections, with reasons for difference, as far as possible.

*Method in Geography.*--What Geography is. Is it a science? What is a science? What Geography is based on. The contents of Geography. The "cement" which holds the geographical concepts in their proper places. Why Geography should be taught. 1. For the mental discipline that may be obtained from it: its value in cultivating the perceptive powers, the memory, the representative and reflective powers. 2. Geography should be taught for the knowledge it contains.

3. As a basis for the study of other subjects. 4. For its value in connection with commerce. 5. For its refining influence.

Geography can be taught scientifically; the topics can be so arranged as to show the relation of cause and effect. The analytic and synthetic methods of teaching with the advantages and disadvantages of each. Geography is a study of the earth, of forms of land and water, etc., and not of symbols, simply. The proper use of maps, pictures sand-modeling, etc., in teaching Geography. The making of correct mental pictures lies at the base of all true study of Geography. The pictures of remote regions must be made from Geographical concepts acquired in the home neighborhood; hence the importance of home geography.

*Topics in preparing for Geography.* Since the making of correct mental pictures lies at the base of all true study of Geography, it follows that the ideas of Position, Direction, Distance, Surface, Form, and Color should be among the first presented to the children, as they are essential in the making of pictures. Manner of presentation in each instance. Map representation, with the idea of scale; purposes of map representation; map of school-room floor; map of the school yard and vicinity. Study of the land and water forms in the home neighborhood. Slopes, Divides, or Watersheds; Lines of Union of slopes, or valleys. Study of the home stream; situation with reference to slopes; dependence of streams upon slopes; study of source, banks, bed, mouth, tributaries. Pond, lake. Oral descriptions of large streams and lakes visited by the teacher. Sand modeling, purpose, advantage. Climate: why summer is warmer than winter. The atmosphere; effect of heat and cold on the atmosphere. Evaporation, condensation, rain, hail, snow, frost, dew, fog. Circulation of the water: history from leaving the ocean until its return; show how it benefits man. Study of vegetation of home neighborhoods; why? Kinds, uses. Study of animals of home neighborhood; why? Kinds, habits, how beneficial to man. Minerals; kinds, uses, mines, miners. Races of men; white, black, yellow, brown; homes of different races, customs, manners, occupations, education, religion, government. Home town: shape, size, surface, drainage, climate, crops, animals, manufactures, railroads, notions of commerce, exports, and imports; causal relations dwelt upon. Home county as above; county seat; notions of government, in the home, in the school, in the community, in the county. Home state as above: capital, shape, surface, principal rivers, direction of rivers determined by surface, principal crops, principal varieties of trees, uses; animals, benefits to man. Principal cities, with reason for the selection made; why the principal cities are so located: principal manufactures in those cities; commerce, showing chief exports and imports.



GRAMMAR GRADES.—*Astronomical Geography.*

Definition of terms. Shape of the earth: proofs of its rotundity; proofs of its oblateness.

Motions of the earth and their consequences; rotation on axis; day and night; axis; poles; equator; parallels; meridians; latitude; longitude; zenith; nadir; vertical line of observer; horizon; revolution around the sun; earth's orbit; plane of earth's orbit.

Declination of earth's axis; relation of declination of axis to position of the tropics; polar circles, and width of zones; relation to circle of light, diurnal circle, change of seasons, and to difference in length of days. Tests. Study of South America. Position, size, shape, contour, relief, drainage, climate; effects of altitude upon climate; principal trees, plants, crops; principal animals (wild and domestic); inhabitants, with brief treatment of their origin, customs, homes, governments, etc. Sketch principal river systems. Study the different countries, with their capitals and a few other leading cities. What render the cities important. What the continent produces for exportation. What it imports. Relation of production and commerce to climate.

Great Britain and Ireland. Close relation of the United States and Great Britain. Importance of the kingdom; small in area, but great in power and wealth. Outline; surface; principal rivers; climate; crops; manufactures; commerce. Principal cities noted for manufactures; for commerce; as educational centers; centers of historical interest; connected with famous literary works. Reasons for more manufactures in some localities than others. Tracing cause and effect as far as possible. Sketch maps of important localities.

Continental Europe. Position; ragged outline; importance of study of outline, or contour; benefits arising from irregular coastline; surface; influence of surface upon climate, crops, and manufactures; drainage; influence of surface upon drainage; principal river systems sketched; climate; crops; dependence of crops upon climate. Study of different countries; comparative importance of each; in what respect important; productions, such as minerals, crops, domestic animals, and manufactures. Principal cities; for what noted, manufactures, commerce, schools, and historical events. Governments, customs, homes, etc.

Asia. Outline; relief; back-bone of Asia-Europe; drainage (principal rivers only); climate, effect of great plateaus and high mountain barriers upon climate and vegetation, and consequently upon civilization; great forests; great deserts; great plains. Study different countries, briefly; their principal productions; commercial importance; leading cities, principal exports, imports. The people; their govern-

ment; religion; homes; customs; food; education, etc. Make sketch-maps.

Africa and Oceanica. Studied after the same general plan as Asia, but more briefly, excepting Australia, which, because of its importance, is studied somewhat carefully.

Much map sketching and sand-modeling throughout the entire course, and constant effort to get pupils to think of forms of real land and water, instead of being satisfied with thinking of symbols, simply.

### PHYSICAL GEOGRAPHY.

What Geography should mean: Comparative Physical Geography; physical life of the globe; nature of this life; how it differs from organic life.

Anatomy of the globe; importance of forms of contour and relief, and of relative position; importance shown by giving illustrations indicating their influence upon climate, vegetation, animal life, and industries, and upon civilization, in general. Analogies of the general forms of the continents; Guyot's seven laws of relief; value of the laws. Distribution of the plains, plateaus, and mountains in the different continents. Volcanoes; their cause; position; linear arrangement. Theory of earthquakes; history and description of a few of the principal ones. Contour and depths of the oceans.

Physiology of the continental forms: Law of the development of life; this law in accord with Laplace's theory of the development of the earth; also with the evolution of human society. Three epochs of development; the insular, the maritime, and the continental. The formula of development the same for each continent, the entire globe, and for vegetable and animal life. A few lessons on elementary geology; formation of coal; glacial epochs, etc.

Three grand contrasts: Contrast of continental and sea climates. Reasons for difference; results of difference as revealed in the animal and vegetable kingdoms. The atmosphere; composition; weight; the mediator between the continents and the oceans; the bond of society; general theory of the winds; the trade winds; monsoons; hurricanes; cyclones; etc. Transportation of the waters from the oceans to the interior of the continents, and their return to the oceans; the winds, the water carriers; influence of mountains on distribution of rains; on position of deserts; fertile plains; etc. The tides; cause; benefits. Ocean currents; cause; effect on climate; etc.

Contrast of the Old World and the New: Description of each; one the complement of the other; good results of a union of the two.

Contrast of the three continents of the North and the three of the South. Consequences of the proximity of the northern continents, as



seen in the vegetation and animals; consequences of the isolation of the southern continents.

Increase of life from the poles to the equator; man an exception; law of the distribution of the human race; geographical center of mankind; advantage of the temperate climate for the improvement of man. The continents on the north the theater of history; conflict between the regions north and south of the line of highest elevation in Asia-Europe; result of the conflict as shown by history.

Contrast of the East and West; different forms of civilization largely due to geographical environment. The geographical march of history; close relation between this march and the geographical features of the globe. Numerous illustrations.

### UNITED STATES HISTORY.

*Professional.*—Attention called to the material to be used, and to the manner of presenting it to the pupils of the lower grades.

*Primary Grade.*—Material. 1. Fairy Tales.

2. Bible stories.—(a) Characters of whose childhood and youth most is known: Joseph; Moses; Samuel; David; Jesus, etc. (b) Abraham; Jacob; Daniel; Paul, etc.

3. Stories of adventure.—1. Those that occurred near home; (a) experience of hunters; fishermen; travelers. (b) Dangers from floods; deep snows; high winds; prairie fires, etc. 2. Those that occurred remote from home. On the railroads; in stages; on steam boats, etc.

4. Stories about Indians.—Their dress; homes; canoes; hunting expeditions; war expeditions; cruelty to prisoners; sports of the children, etc.

5. Explanation of national holidays.—Fourth of July; Memorial Day; Thanksgiving Day; Washington's birthday.

6. Biographies.—Washington; Columbus; Lincoln; Grant; Sherman; Sheridan, etc.

*Method of Presentation.*—1. At first, the teacher must tell the stories. The children must not be expected to repeat them. 2. Later on, the teacher may read some of the stories, although it is better to tell them, and the children should be expected to reproduce them in their own language; orally at first, later in writing. The stories can be made the texts for the work in language.

*Purpose of the Work.*—1. To awaken a historical spirit. 2. To cultivate the imagination. 3. To aid in character building.

*Intermediate Grades.*—Material. Biographies.

Discoveries.—Columbus; the Cabots; Americus Vespucci; Cartier; Hudson.

Explorers.—De Soto; Champlain; La Salle; John Smith; Lewis and Clarke; John C. Fremont.

Colonizers.—Raleigh; Roger Williams; Lord Baltimore; William Penn; Oglethorpe.

Pioneers and Indian Fighters.—Miles Standish; Daniel Boone; "Kit" Carson.

Statesmen.—Benjamin Franklin; Thomas Jefferson; Alexander Hamilton; Daniel Webster; Henry Clay; Abraham Lincoln.

Generals.—Washington; Greene; Scott; Grant; Sherman; Sheridan.

Naval Officers.—Isaac Hull; Decatur; Perry; Farragut.

Inventors.—Whitney; Fulton; Morse; McCormick; Howe, etc.

History of Typical Colonies.—Plymouth; New York; Rhode Island; Maryland; Pennsylvania; Georgia.

Social condition of the people at different periods.—Troubles with the Indians; Manner of Living; Homes; clothing; customs; social usages.

*Wars.*—King Philip's War. French and Indian War; Ticonderoga; Quebec. Revolutionary War; Bunker Hill; Valley Forge; Yorktown; War of 1812: Lundy's Lane; New Orleans. Mexican War: Buena Vista. Cerro Gordo. The Civil War: Fort Sumter; Merrimac and Monitor; Malvern Hill; Gettysburg; Vicksburg; The Wilderness; Surrender of Lee.

*Method.*—A text-book may be used, but better results will be obtained without, if the teacher be prepared. The narrative form should be preserved throughout. There should be a vivid picturing of men and events. Pictures and brief historical poems will add much to the interest and value of the work.

*Grammar Grades.*—Material: 1. A good text-book on the subject. 2. One or two histories of the United States, more extended than the text, for reference. 3. A few historical novels noted for the vividness and truthfulness of their descriptions. 4. Collection of poems founded on incidents of American history.

*Method.*—Frequent reference should be made to the work in the preceding grades. The narrative form should still be used. Attention should be given to the causes which led to important results. The virtues of the people should be pointed out. Their resistance to oppression, their sacrifices for the right, and their moderation in victory, should be commended. Throughout the entire work, the patriotism of the fathers should be held up for the emulation of their sons, and the truth should be emphasized that there can be no true freedom where there is not a cheerful obedience to law.

*Academic.*—Condition of Europe at time of discovery of America. 1. Granada conquered by Ferdinand and Isabella. 2. The "War of the Roses," in England, closed shortly before by the battle of Bosworth. 3. Eve of the Reformation. 4. Sad condition of the common people.

Claims of the Northmen considered.

Columbus.—Youth; manhood; seeking for aid; aid obtained; the first voyage; land discovered; return to Spain; reception at Barcelona; effect of discovery on Europe; other voyages; results; old age; misfortunes; injustice; death.

Other Spanish discoverers and explorers.

English discoverers and explorers—The Cabots; Drake; John Smith, etc.

French discoverers and explorers—Verrazani; Cartier; Champlain; LaSalle; Marquette; the Jesuit Fathers.

Dutch discoverers.

Colonization—Spain in the south; England in the center; France in the north, south, and west.

Growth of the colonies—English colonies surpass the others in wealth and numbers.

Troubles—Between English and Spanish colonies. Between English and French colonies. Nearly all of these troubles grew out of the troubles in Europe.

French and Indian War—Cause; principal events; results; training school for Revolutionary War.

Internal troubles of English colonies—Indians; religious troubles; local jealousies.

Life in the colonies—Religion; education; homes; dress; customs; industries; mode of travel; social usages; growth in wealth and population.

Revolutionary War—Remote causes; immediate causes; principal events; principal actors; self-control of the people; respect for law.

“The Building of the Nation”—Articles of Confederation; their insufficiency; danger of disintegration; making the Constitution; the Constitution contrasted with the Articles of Confederation.

Growth of the Nation—The president; financial policy fixed; internal troubles; foreign policy fixed; troubles with France; troubles with Barbary States; troubles with England.

War of 1812.—Causes; principal events; results.

Admission of States.

Inventions.

Railroads.

Development of material resources.

Slavery.—Introduction; legislation affecting slavery.

Mexican War.—Cause; principal events; results; acquisition of territory; discovery of gold in California; results of the discovery.

The Civil War.—Causes; principal events; results; abolition of slavery; the “New South.”

History of the Nation Since the Civil War.—Admission of States; political parties; political policies; labor movements; progress in the arts and sciences; achievements in literature; study of political and domestic economy; general prosperity.

### CIVIL GOVERNMENT.

Man, a social being; society, the natural state in which to live, hence the necessity of government; right of society to govern its individual members; the object. Government in the family; in the school; its purpose, nature, and necessity.

Town Government.—Review system of United States land survey. Distinction between a town and a township; the civil town; character of its government; departments; officers constituting each department; manner of election; the Australian ballot system; term of office; duties; pay; town meeting; time; business; antiquity of township government; origin and history of the New England township. Pure democracy.

County Government.—Departments; officers constituting each; manner of election; time; duties; the county board; meetings; powers; relation of the county to the state; origin of the county; history of the New England and Virginia county. Representative democracy.

State Government.—Historical sketch of Illinois; the Northwest Territory; ordinance of 1787; influence on the history of the State; Illinois as a Territory; admission as a State; legal boundaries; three constitutions; government provided for by the constitution of 1870; relation of constitution to constitution of the United States. Legislative department; legal title; senatorial districts; advantage of two houses; members in each house; qualifications; pay; officers of each house; powers and privileges of members; duties and obligations; minority representative plan; advantages claimed. Executive department; consists of what officers; qualification of each; time and manner of election; duties; term of office; pay; responsibility. Judicial department; consists of what courts; jurisdiction of each; original and appellate jurisdiction; judicial districts and circuits; judges of each; juries: grand and petit; duties. State boards; duties; state institutions, name, location, purpose, support, and government. How taxes are levied for state, county, town, and district purposes; equalization of taxes. Duties of the citizen to the State; duties of the State to the citizen.

Government of the United States. Thorough review of United States History as a basis for the work. Government of the colonies; relation of the colonies to each other and to England; the Revolutionary War; Declaration of Independence; Articles of Confederation; need of a stronger bond; steps leading to formation of consti-



tution; advantages over The Articles; opposition; ratification; origin of American political parties. Legislative department; compare with British Parliament; how each house is constituted, qualifications, election, term, pay, privileges, and obligation of members; when Congress convenes; life of one Congress; number of sessions; manner of transacting business; committees, journals, etc.; power of Congress in regard to taxes; how the government is supported; purposes of tariff; history of the tariff legislation; commerce; naturalization; bankruptcy; money; financial doctrines; banking systems; postal matters; patents; copyright; piracy; war; armies; militia; Territories; immigration; the writ of *habeas corpus*; bills of attainder; *ex post facto* laws; a study of English history bearing on these facts; titles of nobility; prohibitions on the states; rights of the states; implied powers of Congress. Executive department; power vested in whom; ability to execute the laws; qualification of the President; manner of nominating and electing the President; his term of office; pay; the Cabinet; responsibility; comparison with English and French cabinets; functions of the different departments; principal bureaus in each; civil-service reform. Judicial department; consists of what courts; appointment of judges; tenure of office; comparison with State judiciary; advantages and disadvantages of each system; necessity of Federal courts: danger of clashing with State courts. Amendments; purpose; further safeguards around the rights of individuals; religious liberty; freedom of speech and of the press; right of petition; to bear arms; to be secure in person and papers; trial by jury; abolition of slavery; civil rights; impartiality in the elective franchise.

### ANCIENT HISTORY.

What history is; what it treats of; sources, "monuments, relics, and records;" aids to history—ethnology, archeology; philology. Divisions of history; history a continuous whole. Races of mankind; the historic race; its divisions. Geographical sketch of the ancient oriental nations; historical darkness in Northern Asia; twilight in Central Asia; sunlight in Western Asia.

Hindoostan. The Aryans; early home; migration; plains of the Indus and Ganges; conquest of non-Aryans; caste; purpose; effect; religion; sacred books; arts; sciences.

China. The Turanians; early home; migration; conquests; Confucius; education; civil service; non-intercourse; effect on civilization; present condition; the Chinese in the United States.

Egypt. Geography; influence of the Nile; reason for rise of the Nile; brief histories of the dynasties; the pyramid builders; Shepherd kings; the Hebrews in Egypt; Seti; Rameses II; Necho; conquest by the Persians; Greeks; the Ptolomies; Cleopatra; conquest by Rome;



religion; tombs; Sphinxes; arts; sciences. Supplementary reading: Wilkinson's "Ancient Egyptians;" Eber's "Uarda," and Shakespeare's "Anthony and Cleopatra."

Chaldæa. Description of Tigro-Euphrates basin; the Hamites; Semites; civilization; education; books and libraries; religion; arts; science. Supplementary reading: Bible history and the "Builders of Babel."

Assyria. Chaldean Colony; growth; power; Sargon; Sennacherib; intercourse with the Hebrews; civilization; arts; sciences; Nineveh; Bible history; Byron's "Destruction of Sennacherib."

Babylonia. Overthrow of Assyrian power; Nebuchadnezzar; Destruction of Tyre; Captivity of the Jews; Splendor, strength and downfall of Babylon; Cyrus the Great; modern researches. Supplementary reading: Bible history; Rawlinson's "Six Great Monarchies of the Ancient Eastern World."

The Hebrews. Semites; importance in history; our indebtedness to them; their origin; Abraham; Jacob; Joseph; Moses; the Exodus; Judges; kings; captivity; destruction of Jerusalem by the Romans; present condition.

Phoenicia. Geography; government: Tyre and Sidon; colonizers; commerce; alphabet; diffusers of civilization.

Persia. Geography; Medes and Persians; Aryans; Astyages; Cyrus; Cambyases; Darius I; Revolt of the Asiatic Ionians; Marathon; Xerxes, etc.; Alexander the Great; government; religion; art; sciences.

Greece. Geography, in full; influence of its geography on its history. People; legendary age, a shadowy period; the Heroes. Argonautic expedition; twelve labors of Hercules; Golden fleece; Trojan War; modern explorations of Schliemann. Religion: the twelve great deities; minor deities; character of gods; improvement on eastern gods; Elysian fields; oracles; sacred games; influence of games on civilization; Amphictyonic council; sacred wars. Government; kings; Oligarchies; Archons; Tyrants. Sparta: Classes; Lycurgus; government; lands; money; occupations; institutions; education; Messenian wars; Tyrteus. Athens: Codrus; Draco; Solon; Public Assembly; Expulsion of Tyrants; Clisthenes; ostracism. Wars with Persia; Marathon. (Read account of battle in Creasy's *Fifteen Decisive Battles*). Aristides; Themistocles; Thermopylae; value of Thermopylae to us; Athens destroyed; Salamis (Read Byron's poem: *The Isles of Greece*); Plataea; treachery of Pausanias; memorials; trophies. Rebuilding the walls of Athens; jealousy of Sparta; Confederacy of Delos; effect on Athens; "Age of Pericles;" strength and weakness of Athens. Peloponnesian War; cause; character; principal events; pestilence in Athens; Peace of Nicias; Alcibiades. Sicily; defeat; close of the war;

effect on Athens. Spartan supremacy; abuse of power; Theban supremacy; Epaminondas; Leuctra; Mantinea. The Ten Thousand; Cyrus; Clearchus; Cunaxa; Xenophon; the retreat. Macedonian supremacy; Character of Macedonians; Philip; effort of Demosthenes; Chaeronea; Alexander; Wars in the North; Issus; Thebes; Invasion of Asia; Granicus; Tyre; Egypt; Alexandria; Arbela; Babylon, etc.; Bactria; India; down the Indus; desert of Gedrosia; Babylon; death; burial; influence of conquests; division of empire; history of each division. Arts and sciences. Architecture; sculpture; painting; poetry; great poets; great epic; compare with English and Italian epics; lyrics; compare with English lyrics; drama and great dramatists; compare with English drama; history and historians; orators and oratory; compare with Webster, Pitt, etc. Philosophy and philosophers; comparison of deductive and inductive reasoning; the Stoics; Epicureans; influence of Greek philosophy on modern thought. Mathematics; astronomy; geography; social life; education; position of women; theatrical entertainments; banquets; Symposia; slavery; homes; domestic economy. The Greeks, the schoolmasters of the world.

Rome.—Geography of Italy; people; beginnings of Rome; legends; the kings; expulsion of the kings; efforts to regain power (Read Macaulay's "Horatius"). Religion; comparison with religion of the Greeks; Lares and Penates. Social classes; names of Romans. The Republic; officers; senate; first session of the Plebs; cause; results; Coriolanus (Read Shakespeare's "Coriolanus"); Cincinnatus; "The Cincinnatus of the West;" the Decemvirs; their work; misconduct (Read Macaulay's "Virginia"); overthrow; Military Tribunes; Censors; destruction of Rome by the Gauls; Rome rebuilt; death of Manlius; laws of Licinius Stolo; effect on Rome; Samnite wars; revolt of the Latin cities; war with Pyrrhus; cause; events; results; First Punic War; Rome and Carthage compared; cause of war; Sicily; Rome builds fleets; Regulus; close of war. Second Punic War: Hannibal; Spain; Saguntum; the Alps; Ticinus; Trebia; Trasimenus; Fabius the delayer; the American Fabius; Cannae; Capua; Metaurus (Read account of battle in Creasey's "Fifteen Decisive Battles"); Zama; close of the war; results. Third Punic War; cause; Masinissa; perfidy of Rome; defense of Carthage; destruction. War with Macedonia; conquest of Greece; destruction of Corinth; compare with destruction of Carthage and Numanti. The Servile War; cause; result; public lands; the Gracchi; fate. Jugurthine war; bribery; Marius; Sulla. The Cimbri and Teutones; destruction of the barbarians. The Social War; cause; results. The Civil War: Mithridates; conflict between Marius and Sulla; flight of Marius; return; ferocity; death; return of Sulla; proscriptions; death. Pompey the Great in Spain; the Gladiators; defeat; destruction; Ferres in Sicily; conquest of Pirates

by Pompey; Mithridates; description of Roman triumph; Catiline; Cicero. The First Triumvirate; Duumvirate; rivalry; Cæsar in Gaul; Great Britain; the Rubicon: flight of Pompey; Pharsalus; death of Pompey; Cæsar in Egypt; Pontus; Thapsus; death of Cæsar; funeral oration; fate of the conspirators; Cæsar as a Statesman (read Shakespeare's "Julius Cæsar"). The Second Triumvirate; Antony and Cleopatra; Antony and Octavius; Actium; founding of the Empire; Augustus. Rome, the law giver of the world.

### MEDIÆVAL HISTORY.

Rome under Augustus; boundaries of the empire; nature of the government; public buildings; education; literature; social conditions; the birth of Christ. Tiberius; the crucifixion of Christ. Nero; Vespasian; the taking of Jerusalem; Titus; the destruction of Herculaneum and Pompeii; Trajan; the Antonines; Diocletian; persecution of the Christians; Constantine the Great; Christianity favored; Constantinople; Julian the apostate.

The Goths; Theodosius; Alaric; Attila and the Huns; Genseric and the Vandals; fall of the western Roman Empire; influence of the fall upon the history of the world. Clovis and the Franks; other Teutonic tribes; conversion; monasticism; fusion of the Latin and Teutonic peoples; the three elements of civilization.

Mohammed and the Saracens; conquests, east, west, and north; contact with the eastern Roman Empire; conquest of Spain; invasion of France; battle of Tours; result. The Crusades; cause; history; results; influence on civilization. Charlemagne: dominion; purpose; achievements. The Northmen and their aggressions. Rise of the Papal power; mission of Rome; the great schism; the iconoclasts; feudalism; chivalry.

The Celts in Britain; the Romans; the Saxons; rivalry between the Celtic and the Roman church; the Heptarchy; the Danes; Alfred the Great; Dunstan; Edward the Confessor; the Norman conquest; influence of the conquest upon the history of England; conflict of kings and the church; Thomas a Becket; conquest of Ireland; Magna Charta; first parliament; wars with the French; wars with Scotland; War of the Roses; the Tudors; Henry VIII and the Reformation; Mary I; Elizabeth; literature of the period; the Spanish Armada. The Stuarts; James I, and the colonization of America; trouble with the Puritans; war between Charles I and parliament; Cromwell; the restoration; the revolution of 1689; cause; result; effect upon American colonies.

France; Germany; Spain; Italy; Luther and the Reformation in Germany; Loyola and the Jesuits. Rise and growth of the Ottoman

Empire; invasion of the eastern Roman Empire; downfall of Constantinople; influence of fall upon Europe. Growth of cities; conflict between cities and nobility. Printing. Discovery of America.

### DRAWING.—*Two Years, Two Lessons Per Week.*

1. *Aim*.—1. To teach Drawing as a language. 2. To lead pupils to seek culture from the beautiful in nature and art. 3. To promote mental development.

2. *General Points*.—1. Drawing a language. 2. Drawing based upon form study. 3. Three divisions of drawing as to use: Drawing showing construction. Drawing showing appearance. Drawing of the enrichment or decoration. 4. An object may be pictured by representing its outline, its light and shade, or its color.

3. *Form Study*.—In clay. (a) Natural objects: Fruits, leaves, vegetables. (b) Geometric Forms: Sphere, cube, cylinder.

4. *Drawing*.—Suggestions for movement and position. Geometric views. Construction drawing.

*Color*.—1. Source of color. 2. Use of color. 3. Effect of color. 4. Theory of color. 5. Color harmony. 6. Drawing in color: 1. From nature. 2. From common objects.

### DRAWING.—*Second Year.*

History. Architecture. Ornament.

*Ancient Period*.—Egyptian school. Greek school. Roman school.

*Medieval Period*.—Byzantine school. Saracenic school. Gothic school.

*Modern*.—Renaissance.

Pupils make drawings of the characteristic elements of construction and ornamentation.

Light and shade (with pencil). From cast. From nature. From common objects. From models.

Illustrative drawing. From nature; cast; copy. This work is an effort to acquire skill in rapid illustrative work, and the material is gathered from any source.

### PENMANSHIP.

Outline of work.

*Aim*.—I. To fix clearly in the minds of the pupils the following fundamental *ideas*: 1. To write well requires a correct conception of what is to be written. 2. Ability to execute that conception with pen, pencil, or crayon. 3. This ability must be gained through careful practice, for it is an acquired habit, and habit comes from repetition. 4. The practice must be careful, else, instead of eliminating, the pupil will only be confirming a faulty habit. 5. It requires but



little time to acquire a correct mental picture of a letter compared with the time required to train the muscles to make it rapidly and easily. Hence, by far, the greater share of the time should be devoted to training the muscles. 6. Movement is the mainspring of any good writing system, and the *muscular movement* is by all authorities conceded to be the best. 7. To improve writing, we must improve our habits of making the individual letters. To do this, the best way is to repeat the same letter in an exercise with constant effort at improvement.

II. To make the transition—for with most pupils it is a transition—to muscular movement, and give as much drill as the time will permit in movement exercises for the purpose of securing control of this movement.

### PHYSICAL TRAINING.

#### Purpose:

1. To furnish relief from mental effort. 2. To develop a robust physique. 3. To correct unequal development and faulty carriage of body. 4. In some measure to secure gracefulness. 5. To prepare the student to assist his own pupils physically as well as mentally.

#### The work:

1. Free gymnastics throughout the year. 2. Apparatus work during the Winter Term and part of the Fall and Spring Terms, work with pulleys, on bars, horse, ladders, ropes, and poles. 3. Dumb bell work. 4. Club swinging. 5. Games for children and Delsarte part of Spring and Fall Terms.

Although the work is done in classes an effort is made to adapt it to the individual needs. The classes meet twice per week.

For the apparatus work a special suit is necessary costing from \$3.00 to \$6.00. Flannel (navy blue or black) is the best material for this purpose. It is better to have it made after arrival.

### VOCAL MUSIC.

1. Methods of instruction in elements of vocal music.
2. Practice in reading in five keys.
3. Philosophy of transposition.
4. Choral practice.

### GRAMMAR.

Relation of thought to language. Nature of a thought and a sentence. Simple, complex, and compound thoughts and the corresponding forms of sentences. Classification of sentences on the basis of relation of speaker to listener. Simple, complex, and compound ideas necessitating words and phrases. The clause, and the thought form that gives rise to it. Principal and subordinate ideas in the thought and the modified and modifying elements in the sentence. Objects,



attributes, and relations, ideas of them, and the language forms expressing these ideas. Nature of each part of speech. Analysis of some short classical selection. Constant drill in application. Method of induction followed, the laws being the outcome of the direct examination of numbers of all varieties of thought and language forms discussed. The last three weeks of the term are devoted to a discussion of the necessary incidental work and of how to select, arrange, and present the language work proper to the primary grades.

Third Term. Etymology. Each part of speech discussed fully. Double nature and function of words. Modification within the word. English idioms, their growth from natural expressions and their elements. A thorough study of a standard selection from the standpoint of grammar. A term essay on some grammatical subject.

The last three weeks are given to a discussion of method in language work in the intermediate and grammar grades.

#### OUTLINE OF WORK IN RHETORIC.

1. Principles controlling the Choice of Words.
2. The Nature and Structure of the Sentence.
3. The Nature and Structure of the Paragraph.
4. The Whole Composition: The choice of subject, Plan, Development.
5. Processes of Composition: Description, Narration, Exposition, Argumentation.

An effort is made to awaken the critical instinct in the hope of securing three ends: A purer diction of speech; a greater enjoyment of good English in books; and an appreciation of the fundamental qualities of good composition,—unity, directness, clearness, and simplicity. Constant practice is given in working out special problems of composition.

#### LITERATURE.

The work in Literature runs through three terms, one of which is given up wholly to the drama. Twenty-seven weeks are left, therefore, for the study of the whole body of English literature. Very little of this time can be spared for the study of mere literary history. A text-book, either Stopford Brooke's *Primer of English Literature*, or Shaw's *New History of English and American Literature*, revised edition, is put into the hands of pupils to be used for reference, and the library is freely drawn upon for the same purpose.

We prefer to the historical hand-book the careful study of a few authors in their best works. The works thus studied are chosen for typical excellence, that is, as well representing the author himself, his period, and a type of literature. Through the study of these works we seek acquaintance with individual authors, with literary forms,

and with the relation of literature to life. Some change is made from year to year in the authors and works chosen, but every year we make a study of the drama, the epic, the narrative poem, or minor epic, various minor poetic forms, the essay, the novel, and the argumentative speech.

During the year 1896-7 the works studied have been, Chaucer: The Prologue, Knightes Tale, and Nonne Prestes Tale; Shakespeare: Macbeth, King Lear, Hamlet, Merchant of Venice, and Richard II; Marlowe: Edward II; Milton: Paradise Lost, I-II; Wordsworth: Selected Poems; Tennyson: The Idylls of the King; Scott: Waverly; George Eliot: Silas Marner; Thackeray: Pendennis; Emerson: The American Scholar, Self-reliance, and Compensation; Matthew Arnold: Sohrab and Rustum, and Culture and Anarchy. Of these works, those by Chaucer, Milton, Wordsworth, and George Eliot, together with three of the plays from Shakespeare, and Arnold's Sohrab and Rustum, have received detailed study in the class-room. The rest have all been read by all the members of the class; four critical essays have been prepared upon them by each member of the class, and have been presented before the class, where they have formed the basis of discussion lasting several days.

#### SHAKESPEARE AND MARLOWE.

1. Plays read: Macbeth, King Lear, Hamlet, Merchant of Venice, Richard II, and Marlowe's Edward II.

2. Object sought: An intelligent reading of dramatic literature.

3. Points emphasized: 1. The Drama is Literature, not Philosophy, not Ethics, not History; yet, the Drama is philosophical, ethical, historical. 2. Whatever philosophical, ethical, or historical lessons the drama has to teach, these lessons are best reached through a *sympathetic study* of the Drama as Literary Form. Therefore, in the first dramas read we follow closely the Dramatic Construction, observing the Induction of the action, the Development, the Climax, the Evolution, and the Catastrophe.

4. Along with Dramatic Construction, and belonging to it, we study Characterization; Dramatic Motives; Dramatic Dialogue; Soliloquy; Sequence of Scenes and Actions; Dramatic Illusion; Dramatic Time; Tragic Retribution; Differences between Tragedy and Comedy. After the class has become somewhat accustomed to following the dramatic development of an action, less close attention is paid to this in class, and we proceed at once to the characterization and motiving, and the consideration of the play as a revelation of life.

5. Macbeth, Lear, and Hamlet were read in the class-room and discussed at length. The others were read in private by all the mem-

bers of the class; essays were then prepared by all; two or three of these essays were read in class and formed the basis of a general discussion lasting two or three days for each play. In all this work, the student is urged to postpone the reading of commentators until he has studied the plays themselves, and begun, at least, to form his own judgments. Independence of opinion, and a willingness to hold the judgment in suspense and wait for further light are always encouraged.

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## Course in Natural Sciences.

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### ZOOLOGY.

1. Collection of Insects; Study of Insects; Principles of Classification developed by comparing and contrasting several kinds of Insects.
2. The Crayfish, studied alive and then dissected (type of Crustacea).
3. External characteristics of Birds. Analysis of Birds (Jordan's Manual).
4. Study of the following animals alive; dissection as types: (a) Earthworm (Vermes); (b) Clam (Molluska); (c) Perch (Pisces); (d) Frog (Batrachia); (e) Snake (Reptilia); (f) Pigeon (Aves); (g) Rabbit (Mammalia).
5. Study of live Hydra.
6. Study of a few Protozoa.
7. Study of Starfish and Sea-urchin (alcoholic).

Drawings and descriptions of animals studied preserved in permanent note-book.

Text-books: Packard; Colton's Practical Zoology.

### PHYSIOLOGY.

1. Muscle. (1) Experiments on the Muscles in our bodies. (2) Models of Human Muscles. (3) Dissection of hind leg of rabbit. (4) Structure of Muscle, (a) gross; (b) minute. (5) Action of muscle (experiment on frog's muscle). (6) Training of Muscles (symmetrical development).

2. Bone. (1) Bones as levers. (2) Bones as protectors (brain and spinal cord). (3) Bone structure, (a) gross; (b) microscopic. (4) Joints. (a) Dissection of joints of rabbit's leg, and beef joints.

3. General Functions of the Nervous System, Sensation, and Motion. 1. Experiments on frog, reflex action of the Spinal Cord. 2. Dissection of Spinal Cord and Brain of cat. 3. Voluntary Motion. 4. Sensation of Touch.

4. Circulation. 1. External indications of the Circulation of Blood: Heart beat, pulse, blushing, pallor, experiments on veins, etc. (a) Microscopic Examination of frog's blood. (b) Circulation of blood in web of frog's foot under microscope. 2. Internal proofs of the Circulation of the Blood; (a) Dissection of heart and lungs (sheep or

pig), (b) demonstrative of the action of the heart, (c) injection of arteries, (d) tracing injected arteries and veins. 3. Description of Organs of Circulation and their action. (a) Action of frog's heart, (b) action of the heart, (c) experiments illustrating the action of the large arteries, (d) action of the medium-sized arteries (plain muscle fiber), (e) veins (valves). 4. Blood and Lymph. (a) Microscopic examination of drop of blood from finger, (b) composition of blood, (c) coagulation of blood, (d) injection of thoracic duct (lymph). 5. Hygiene of Circulation.

5. Respiration. 1. Organs of respiration. 2. Mechanical process of respiration. 3. Experiments illustrating respiration. 4. Capacity of the lungs. 5. Composition of air. 6. Experiments illustrating the chemistry of respiration. 7. Experiments showing the differences between inspired and expired air. 8. Production of heat and motion in the body. 9. Comparison of the human body and a locomotive. 10. Hygiene of respiration.

6. Excretion. 1. The Skin. Functions: (a) Excretory, (b) heat-regulating, (c) protective, (d) sensory, (e) absorptive. 2. The Kidneys, (a) dissection of pig's or sheep's kidneys, (b) action of the kidneys, (c) relation of the lungs, kidneys, and skin.

7. Digestion. 1. Foods and cooking. 2. Dissection of the digestive organs of a cat. 3. Study of cross and longitudinal sections of teeth. 4. The salivary glands. 5. Experiments with artificial digestion. 6. Absorption. 7. Hygiene of digestion. 8. Taking "cold," diarrhoea, bathing.

8. The Nervous System. Functions of the Brain and Spinal Cord. Hygiene of the Nervous System.

9. The special senses. Sight. (a) dissection of the eye, (b) experiments on accommodation, (c) experiments on blind spots, (d) experiments on color contrast, (e) experiments on adaptation to amount of light. Defects in vision. Hygiene of the Eyes. Smell and Taste. Hearing. The voice and speech. Dissections of the Larynx.

Drawings and descriptions of dissections made in books.

Text-book: Martin's Human Body (briefer course).

## BOTANY.

1. Planting seeds (corn and beans); their structure and growth. 2. Buds, structure, protection, arrangements, kinds, growth. 3. Study of early flowers, Hepatica, Spring Beauty, Trillium, Blood-root, etc. Study of Types: 4. Green slime (Protophyta). 5. Moss (Bryophyta). 6. Fern and Horsetail (Pteridophyta). 7. Scotch Pine and Austrian Pine (Gymnosperms). 8. Common flowering plants (Angiosperms).

Herbarium required. Notes and drawings of plants studied.

Text-book: Gray's School and Field Book.



PHYSICS.—*First Term.*

The following is a list of the exercises which are worked out experimentally by the student, and recorded in a note-book. This laboratory work is preceded by the study of a manual and by preliminary directions by the instructor, and is followed by the study of a text-book. Recitations are upon both experimental work and text.

1. *Mensuration*.—1. Length in metric units. 2. Relation between circumference and diameter of a circle. 3. Volume of an irregular body. 4. Cross-section and diameter of a tube. 5. Weight of a cubic centimeter of water. 6. Weight of a dollar and a dime.

2. *Density and Specific Gravity, Including Mechanics of Fluids*.—1. Determination of density of a solid. 2. Specific gravity of a liquid by specific gravity bottle. 3. Weight lost by a body immersed in liquid. 4. Specific gravity by immersion. 5. Floating bodies. 6. Liquid pressure due to weight. 7. Pressure on bottom of vessel. 8. Specific gravity of liquid by balancing columns. 9. Comparison of gases and liquids. 10. Measure atmospheric pressure—barometer. 11. Specific gravity of liquids by balancing against the atmospheric pressure. 12. Boy e's law. 13. The siphon. 14. The "Hero's fountain."

3. *Mechanics of Solids, Dynamics*.—1. Action of a force upon a body. 2. The force of friction. 3. Composition of forces. 4. Parallel forces. 5. Action and reaction. 6. Comparison of masses by inertia. 7. Accelerated motion. 8. Pendulum. 9. Levers. 10. Pulley. 11. Inclined plane. 12. Wedge and screw. 13. Tenacity. 14. Elasticity.

4. *Heat*.—1. Effect of heat upon size. 2. How heat travels. 3. Testing thermometers. 4. Temperature and physical form. 5. Laws of cooling. 6. Melting and boiling points. 7. Heat capacity. 8. Determination of specific heat. 9. Latent heat. 10. Coefficient of linear expansion. 11. Coefficient of expansion of gas. 12. Coefficient of expansion of a liquid. 13. Absorption and radiation. 14. Solution.

*Second Term.*

5. *Magnetism*.—1. General study of a magnet. 2. Action of attracted body on magnet. 3. Mutual action of two magnets. 4. Induced magnetism and breaking magnets. 5. Law of induced magnets. 6. Lines of magnetic force. 7. Terrestrial magnetism. 8. Theory of magnetization.

6. *Static Electricity*.—1. Mutual action of electrified bodies. 2. The pith-ball electroscope. 3. Transferring electrification. 4. Induced electrification. 5. Law of induction, 6. Charging by conduction. 7. Charging by induction. 8. The electrophorus. 9. The electrical machine. 10. The condenser and Leyden jar. 11. Electromotive force and resistance.



7. *Current Electricity*.—1. Production of current by chemical action. 2. Conditions for producing current. 3. Action of currents on magnets. 4. Conditions affecting resistance. 5. Effect of series and parallel resistances. 6. Methods of connecting cells. 7. Resistance measured by substitution. 8. Resistance measured by Wheatstone Bridge. 9. Electro-magnetism. 10. Induced currents. 11. The dynamo and motor. 12. The induction coil and telephone.

8. *Light*.—1. How light spreads from a center. 2. Intensity. 3. Shadows. 4. Images through small aperture. 5. Reflection from plane mirrors. 6. Curved mirrors. 7. Images from plane and curved mirrors. 8. Refraction and total reflection. 9. Refraction by lenses. 10. Images from lenses. 11. The spectrum by dispersion.

9. *Sound*.—1. Vibratory and wave motion. 2. The vibration of strings. 3. Speed of sound waves. 4. Reinforcement. 5. Interference.

Manual—Allen. Text—Avery.

### CHEMISTRY.—*Third Term.*

The course consists of a systematic study of the most common elements and compounds, and the development of the laws and theories of chemistry. Students follow the direction of the text in doing work in the laboratory, and recite upon this experimental work. All processes, laws, and theories are illustrated and verified by experiment. Careful records of all work are kept in permanent notebooks. Reactions are shown by diagrams and equations.

1. *Elements and Compounds*.—Iron, oxygen, iron oxide, phosphorus, phosphorus oxide, mercury, mercury oxide, carbon, carbon monoxide, carbon dioxide, hydrogen, water, sulphur, sulphur oxides, sulphurous acid, sulphuric acid, phosphoric acid, carbonic acid, zinc, zinc oxide, iron sulphide, hydrogen sulphide, iron sulphate, copper, copper oxide, magnesium, magnesium oxide, magnesium sulphate, calcium, calcium oxide (quick lime), calcium hydroxide (slaked lime), calcium sulphate (gypsum and plaster of Paris), calcium carbonate (marble or chalk), sodium, sodium oxide, sodium hydroxide, sodium sulphate, sodium carbonate (sal soda), sodium amalgam, chlorine, hydrochloric acid, sodium chloride (salt), calcium chloride, potassium, potassium oxide, potassium hydroxide, potassium sulphate, nitrogen, nitrogen oxides, nitric acid, potassium nitrate (niter or saltpetre), ammonia, ammonium hydroxide, ammonium chloride, ammonium sulphate, ammonium nitrate.

2. *Processes, Laws and Theories*.—Analysis, synthesis, oxidation, reduction, allotropy, crystallization, reaction, metalhesis, deliquescence, efflorescence, neutralization, relation of acids, bases and salts, law of

Boyle, law of Dalton (or Charles), law of conservation of mass, atomic theory, law of definite proportions by weight, law of multiple proportions, Prout's hypothesis, law of definite proportions by volume (Gay-Lussac), molecular theory, hypothesis of Avogadro (or Ampere), theory of Dulong and Petit, periodic law (Mendeleeff).

Text—White.

ELEMENTS OF PEDAGOGY.—*First Year, First Term. Two Hours a Week.*

The purpose of this work is the introduction of those who have just entered the Normal School to the subject of Pedagogy. The stage of their professional scholarship necessitates the selection of subject matter that shall be simple and interesting. The course begins with two introductory lessons in which an attempt is made to show in what especial fields their study will lie, the way in which the child has been regarded, generally, in the older systems of education, and a few definitions which are intended to set certain limits to the work of the term.

Following these lessons come discussions of the general equipment of the average child when he enters school, the discipline through which he has acquired the equipment, the general principle of apperception, and the modern movement in child-study with its relation to the work of the teacher.

In order to make clear the successive steps by which modern educational ideas have made a place for themselves, the study of educational reformers occupies the remainder of the term.

Beginning with the Revival of Learning, the educational ideals are carefully examined and their peculiar forms explained. The transformations of these ideals through the work of the reformers are studied and the contributions of Comenius, Rosseau, Pestalozzi, and Froebel are especially noted. The *Orbis Pictus*, *Emile*, and *Leonard and Gertrude* are examined and commented upon quite fully.

The thought movement for the term is the introduction of the idea of sense training by Comenius, and its historical development by the later reformers.

PEDAGOGY.—*First Year, Second Term.*

#### CHAPTER I.

The work opens with Special Method in History and Literature for the eight grades. It is the object of this work to discuss and illustrate the principles underlying the arrangement of a complete course in History and Literature for the eight grades and the method

of presenting such material to a class. Some time is spent in becoming acquainted with stories from history and literature that are suitable for children, as a basis for more intelligent discussion of their educative value. The teacher needs to be acquainted with many of the classic fairy stories, such as those prepared by Scudder, or the Grimm brothers; he should be familiar with the story of Robinson Crusoe, with many of the classic myths of the Orient, and the Pioneer History Stories of America.

This preliminary work is followed by a discussion of the text of McMurry's "Special Method in History and Literature."

1. Introduction: The relation of Literature, as the great ethical power in culture, to the main aim of education,—character-building,—to the cultivation of the child's aesthetic tastes, his sympathies, and powers of thought. Duty of the school in bringing the influence of literature to bear upon the masses. Relation of school to home.

2. Fairy Tales in First Grade: Sympathy between child and fairy tale. Popular objections to fairy stories. Their validity. The five requirements of a classic fairy story. The oral presentation of the fairy stories and their reproduction by the children. Relation of the stories to the other work of the first year, *e. g.*, as furnishing suggestive materials for drawing and language and as cultivating the power of oral speech. Relation of stories to first work in teaching reading. Discussion of the methods of teaching reading to beginners.

3. Robinson Crusoe in the Second Grade: History of the story of Robinson Crusoe. Comparison with the Fairy Tales. Discussion of the moral, industrial, and economic value of the story. Relation of the story to the other work of the second year, especially to nature study, drawing, modeling, and language. Method of presentation suitable to the story of Robinson.

4. Myths in the Fourth Grade: Definition of the myth. Distinguished from the legend and history. How valued by literary artists. The characteristics of the myths and their value to child culture. Methods in teaching the myths.

5. Pioneer History Stories in the Fourth and Fifth Grades: Transition from the mythical to the historical hero. Child's interest in attractive biography. Lists of Pioneer History Stories suited to the Fourth and Fifth Grades. Character of the early pioneers of America. The value of oral presentation in history; method of oral presentation; reproduction of the stories by the pupil; difficulties in adopting an oral presentation of history stories.

History in the Seventh, Eighth, and Ninth Grades: Full and detailed treatment of typical periods. Use of the biographical element. Arrangement of topics and relation of the history to the other work of these grades.

## CHAPTER II.

The "Special Method in Geography" is given in the regular class work in geography, the last half of the first term being devoted to that purpose.

## CHAPTER III.

In the work in Special Method, both in history and literature, and in geography, illustrative lessons are given, making use of some of the materials discussed. A few lessons, especially in literature, are given before the students, by the assistant training teacher, with a class of little children in the practice school. These lessons are made the subject of discussions on methods and devices employed.

PEDAGOGY.—*First Year, Third Term.*

## CHAPTER I.

The first month is devoted to Special Method in Reading. A number of readers for the earlier grades, and of literary masterpieces suitable to the different grades, are read and discussed; 1, as to whether they meet the requirements of interesting and instructive thought content, and, 2, as to whether they are well adapted to advance the child in his mastery of the mechanical phase of reading. The text of McMurry's "Special Method of Reading," is then read and discussed. Lists of classic literary masterpieces suited to the different grades are noted, and their culture values, both to the child and to the teacher, are discussed. The work is closed with some exposition of the method of teaching reading in the different grades.

## CHAPTER II.

The second month of the term is devoted to a discussion of the Special Method in Teaching Natural Science. Early in the term, the students are set to work to make observations upon some of the objects of nature about them, *e. g.* the red maple and the robin, for the purpose of acquiring some idea of the meaning and value of the direct observation of nature, both as furnishing the basis for true scientific knowledge, and as a preparation for the work of teaching natural science. These objects are watched during the spring months, and their development and habits noted daily, as accurately as possible. These observations are later made the basis of a full discussion of the objects observed, for the purpose of illustrating the principles of selection and treatment of materials in teaching natural science to children. After these type objects have been fully treated, the principles involved are discussed as follows: 1. Selection of materials for nature study. 2. Preparation of the teacher. 3. Ex-



cursions and observations by the children. 4. Methods and devices in the discussion of topics. 5. Type studies in natural science. 6. Value of nature study to the child and to the teacher.

### CHAPTER III.

The third month is devoted to a discussion of the general laws underlying the method of instruction (or the so-called "Formal Steps of instruction"), and of kindred pedagogical principles bearing upon the work of the teacher in the class room. It is the aim of this work to show what the laws of thought are that determine how the teacher must present a subject to the class.

#### PSYCHOLOGY.—*First Term.*

1. Psychology and Its Relations to the Teacher.

2. The Educational Limitations of Psychology.

3. The Treatment of Psychology adopted.

4. The Bases of Psychical Life. (a) Sensation. (b) Interest. (c) Impulse.

5. The Psychical Processes. (a) Introduction: Classification of contents of our minds. (b) Classification of processes corresponding to these contents. (c) the processes: 1. Non-voluntary attention. 2. Association. 3. Voluntary attention. 4. Educational Principles. 5. Apperception and Retention.

6. Forms of Intellectual Development. (a) Principles of intellectual development. (b) Stages of intellectual development: 1. Training of perception. 2. Training of the memory. 3. Training of thought.

7. The forms of Emotional Development. (a) Conditions of interest. (b) Principles of emotional growth. (c) The forms, or stages of emotional growth.

8. Forms of Volitional Development. (a) Factors of volitional development. (b) Stages of volitional development.

9. Mind and Body. (a) Importance of body for soul. (b) Structure of nervous system in man. (c) Elementary properties of nervous structure. (d) Psychological equivalents. (e) Localization of function. (f) Educational principles.

10. Summary of Principles. (a) Bases of instruction. (b) Ends of instruction. (c) Methods of instruction. (d) Relation of knowledge, feeling, and will. (e) Criticisms of maxims.

11. The method of interrogation, Art of Questioning. (a) Introduction. (b) Objects of questioning: 1. Testing retention. 2. Training of apperception. (c) Qualifications of the questioner. (d) Matter and form of questions. (e) Matter and form of answers.

Text-book. Applied Psychology. *McLellan and Dewey.*

ADVANCED PSYCHOLOGY.—*First Term.*

Introductory.

1. Science and Method of Psychology. (*a*) Subject matter of Psychology. (*b*) Methods of Psychology: (1) Introspective; (2) Experimental; (3) Comparative; (4) Objective.

2. Mind and Modes of Activity. (*a*) Aspects of Consciousness. (*b*) Relations to each other. (*c*) Relations to the whole self.

3. Knowledge.

1. Elements of knowledge: (*a*) Sensation in General. 1. Physical Stimulus; 2. Psychical Factor; 3. Relations of Psychical and Physical; 4. Functions of Sensation in Psychical Life. (*b*) Special Senses—Relations to Touch. 1. Touch: I. Weber's Law and Psycho-physical Methods. II. Muscular Sensation. 2. Smell. 3. Taste. 4. Hearing. 5. Sight. 6. Temperature. 7. General Sensation.

2. Processes of Knowledge: (*a*) Nature of Problem: 1. Sensations and Known Objects. 2. The Knowing Self. (*b*) Apperception: 1. Problem of Apperception. 2. Kinds of Apperception. (*c*) Association: 1. Conditions. 2. Forms. I. Simultaneous or Fusion. II. Successive: By Contiguity; by Similarity. III. Functions of Association. (*d*) Dissociation. 1. Relation to Association. 2. Conditions. 3. Functions in Psychical Life. (*e*) Attention. 1. Attention as Selecting Activity. 2. Attention as Adjusting Activity. 3. Attention as Relating Activity. (*f*) Retention.

3. Stages of Knowledge: (*a*) Perception. 1. Of Objects. 2. Of Space. 3. Of Externality in General. (*b*) Memory. 1. Definition and Problem. 2. The Memory Image. 3. Memory of Time. 4. Self as Past and Present. (*c*) Imagination. 1. Definition. 2. Ideals in Imagination. 3. Practical and Theoretical. (*d*) Thinking. 1. Definition and division. 2. Conception: growth of knowledge. 3. Judgment; Belief. 4. Reasoning. I. A priori and a posteriori. II. Inductive and Deductive. 5. Systematization. (*e*) Intuition. 1. Intuition of the World. 2. Intuition of Self. 3. Intuition of God.

FEELING.—*Second Term.*

1. Introduction. 2. Sensuous Feeling. 3. Formal Feelings. (*a*) Of present adjustment. (*b*) Due to past experience. (*c*) Directed toward the Future. 4. Development of Qualitative Feeling. (*a*) In Universality. (*b*) In Definiteness. (*c*) Abnormal. (*d*) Conflict of. 5. Intellectual Feeling. (*a*) General Nature. (*b*) Spring to intellectual action. (*c*) Objective side. 6. Æsthetic Feeling. I. General Nature. (*a*) Connection with Idealization. (*b*) Universality of Beauty. (*c*) Factors of Æsthetic Feeling—Harmony. II. As a Spring to Action. (*a*) The fine arts. III. The Æsthetic Judgment—Taste. 7. Personal Feeling.

I. General Nature. (a) Social, (b) Moral, (c) Religious. II. As a Spring to Action. (a) Social Institutions. III. The Personal Judgment—Conscience.

#### THE WILL.

1. Sensuous impulses. (a) Reflex action, (b) impulses of perception, (c) instinctive impulses, (d) Instincts of expression.

2. Development of volition. (a) Desire. (b) Choice—Motive. (c) Realization of motive.

3. Physical control. (a) Localization of motor impulses. (b) Combination of motor impulses.

4. Prudential control. (a) Development of desire. (b) Choice of ends and means. (c) Forms of prudential control. 1. Practical. 2. Intellectual. 3. Emotional.

5. Moral control. (a) Development of ethical desire. (b) Ethical choice. (c) Results of moral action. 1. Generic volition. 2. Regulation of desires. 3. Accurate and intuitive choice. 4. Effective execution.

Text: Dewey's Psychology.

#### PHILOSOPHY OF EDUCATION.—*Third Term.*

Part I. Education in its general idea: (a) Its Nature. 1. Possible only to self-active beings. 2. Education by Divine Providence, by experience, or teachers. Relates to body, intellect, and will; must be systematic; conducted in schools. (b) Its form. 1. Self-estrangement, work, play. 2. Habit. 3. Authority, obedience, punishment. (c) Its Limits. 1. Subjective limits in the pupil's capacity. 2. Objective limit in the pupil's wealth and leisure. 3. Absolute limit in the pupil's completion of school work.

Part II. Education in its special elements. (a) Physical. 1. Dietetics. 2. Gymnastics. 3. Sexual (omitted). (b) Intellectual. 1. Psychological epochs. (a) Intuitive—sense-perception. (b) Imaginative—fancy and memory. (c) Logical. II. Logical order. (a) of development of the pupil. (b) of development of the subject. (c) of demonstration. 1. Analytic. 2. Synthetic. 3. Dialectical. III. Instruction. (a) Pupil's capacity. (b) Pupil's act of learning. 1. Mechanical. 2. Dynamical. 3. Assimilative. (c) Method of instruction. 1. Living example. 2. Text-book. 3. Oral. (d) Will training. 1. Social usages. 2. Moral training. (a) The Virtues. (b) Discipline. (c) Character. 3. Religious education (omitted).

Part III. Education in its particular systems. (a) National. 1. Passive. (a) Family—China. (b) Caste—India. (c) Monkish—Thibet. 2. Active. (a) Military—Persia. (b) Priestly—Egypt. (c) Industrial—Phoenicia. 3. Individual. (a) Aesthetic—Greece. (b) Practical—

Rome. (c) Abstract Individual—German tribes. (d) Theocratic—The Jews. (e) Humanitarian, or Christian. I. Monkish. II. Chivalric. III. Citizen. 1. For special callings. (a) Secular. (b) Jesuits. (c) Pietistic. 2. To achieve an ideal of culture. (a) Humanist. (b) Philanthropist. 3. For free citizenship. Text-book, Rosenkranz.\*

PEDAGOGY.—*First, Second, Third Term. Three Hours a Week.*

Topics for Study. 1. The Chief Aim of Education. 2. The Relative Value of Studies. 3. Nature of Interest. 4. Concentration. 5. Apperception. 6. Induction. 7. The Formal Steps.

Examination of the Course of Study below the High School. 1. Fields which the course of study must cover. 2. Value of Literature as an introduction to the life of the school. 3. Essential nature of a story. 4. Method of estimating the value of the story for the primary grades. 5. List of stories suitable for first grade. 6. Place of science in primary grades. 7. Suitable topics for fall term, winter and spring terms. 8. Reading. What is it? What associations should be formed? 9. What error often made? 10. How help the child to help himself? 11. How can literature and science be utilized? 12. Illustrative exercises given by training teachers with class. 13. Careful study of the exercise. Similar illustrative exercises in other parts of the course with a review of special methods.

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## Practice Work in Model School.

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(See Courses of Study.)

Each Normal student is required to teach four terms in the Practice School, for forty-five minutes each day, not less than three terms of which shall be actual work of instruction. At least one term must be spent in the Primary Grades. All practice work is performed under the immediate oversight of the training teachers.\* The work of criticism is both personal and general. The general criticisms are given in teachers' meetings, one of which is held each week. The special criticisms are given in grade meetings and in personal interviews. Pupil teachers must submit plans of work to their supervisor, which must be approved before being put into execution. They are held responsible for the control and general management of their classes. They are expected to make personal studies of the pupils, so that they may give accurate descriptions of their character, personal peculiarities, habits of study, and general disposition.

Generally each pupil teacher is under the observation of one or more pupil teachers, who make careful notes of the work. By this



arrangement the training teachers are enabled to determine accurately the skill with which discipline is maintained in their absence.

The practice work of the pupil teachers reaches from the first grade of the Primary School through the first year of the High School. In addition to the work of instruction, pupils are required to take charge of a room during opening exercises, and to have the management of children as much as possible.

Frequent illustrative exercises, conducted by training teachers, are given to the whole body of pupil teachers. These cover a variety of subjects, but are usually given in those studies in which there is the greatest probability of a lack of skill on the part of the pupil teachers.

Persons desiring to fit themselves for primary teachers are permitted to put in all of their time with the training teacher having the lowest departments in charge.

During recesses and noons children are under the general oversight of pupil teachers, who make careful studies of individual pupils as they manifest their dispositions in games or other recreations.

## Department of Ancient Languages.

### LATIN.

#### 1. COLLAR AND DANIELL'S FIRST LATIN BOOK.

Roman pronunciation with careful attention to long vowels. Constant drill in pronunciation, paradigm forms, translation, and composition. Thoroughness in all this elementary work will be insisted upon. The ability slowly and painfully to recall forms is of no value. *Twenty-one weeks.*

#### 2. EUTROPIUS OR VIRI ROMAE. *Six weeks.*

The purpose of this course is to give practice in translating easy Latin.

#### 3. BEGINNING CÆSAR. *First ten chapters of Book I and all of Collar's Latin Composition, based upon the same. The Lineal Relationship of Latin and English.*

A treatment of the two-thirds of English classically derived. The laws of the derivation and all the important types of the words coming from Latin (1) through Popular French, (2) through Learned French, (3) directly. Special pains will be taken to explain those whose derivation has been obscured by Popular French changes, as *quaint* from *cognitum*, *gist* from *jacet*, *joy* from *gaudia*, *queue* from *caudam*, *marvel* from *mirabilia*, *city* from *civitatem*. A printed outline of this work will be furnished the student. *Course (3) occupies twelve weeks.*

4. SECOND AND THIRD TERMS CÆSAR. *Twenty-seven weeks.*

Drill upon the uses of the various cases, the subjunctives, the gerund and gerundives, the indirect discourse. Extended study of minor grammatical principles. The advance lesson each day is translated as literally as is consistent with fair English; the review more freely. Parts of the text are translated slowly and critically; rapid translation of other portions; sight translations. Life of Cæsar. Geography of Italy and Gaul. History of the age. *Books I, II, IV, and the historically interesting portions of V-VII.* The historical worth of Cæsar's Commentaries. Their literary value. Character of Cæsar as shown in his own story.

*Collar's Composition based upon Book II.*

*Cognate Relationship of Latin and English.*

It is the aim to give in simple form instruction in such main results of modern philological thought as are indispensable to those who wish to teach Latin and English as related languages. This will include:

A preliminary glance at Old English and its development into Modern English.

The relation of the native one-third of English in a cognate way to Latin. The Latin correspondent of each English vowel and consonant will be shown. Quite a mass of material in the way of cognate words and suffixes will be used in illustration,—thus, *frater* and *brother*, *hostis* and *guest*, *lacrima* and *tear*, *ring* and *circus*, *fagus* and *book*, *anser* and *goose*. A printed outline of this work will be furnished the student.

5. CICERO. *Four Catiline Orations, Archias, Ligarius, Manilian Law.*

*Collar's Composition, Part IV.*

Critical translations of some portions; rapid translation of other parts. Syntax. Life of Cicero. Related history, geography, and biography. The Augustan Age. Thought analysis of orations. Written re-review of two in exceptionally smooth English. A persistent effort is made to secure from the pupil clear, forcible English that is at once worthy of the masterpiece he is translating and indicative of the constructions in the original. Continued attention to the lineal and to the cognate relationship of Latin and English. Sight reading. *Twenty-seven weeks.*

6. OVID. *Selections, mostly from the Metamorphoses, 1,500-2,000 lines.*

Life and works of Ovid. Elementary principles of versification. Scansion. *Kelsey's Greek and Roman Mythology.* *Twelve weeks.*

7. VERGIL. *Æneid, Books I-VI.*

Related biography, history, geography, and mythology. Careful study of versification. Facility in scansion required. Sight reading. The literary value of the *Æneid*. *Twenty-one weeks.*

8 and 9. HORACE. *Selections from Odes.* LIVY. *Selections from books XXI, XXII.*

These courses are offered that our graduates who teach Latin may have had a taste of work more advanced than is found in a high school course. Study of Horace's versification and new constructions. Study of comparative syntax based upon Livy and Cæsar. Related history, biography, etc. *Eighteen weeks.*

10. TACITUS (optional). *Germania, or Agricola, or both.* *Twelve weeks.*

### GREEK.

1. BEGINNING GREEK. *Frost's Greek Primer and Goodwin's Grammar to match.*

Constant drill in pronunciation, translation, and composition. Thoroughness in all this work will be insisted upon. The ability slowly and painfully to recall paradigm forms is of no value. *Fifteen weeks.*

2. ZENOPHON. *Anabasis I-IV: or Anabasis I-II, and selections from Hellenica and Memorabilia.* *Sight translation. Greek prose composition.*

Critical translation of portions of the text; free translation of other parts. More extended study of minor grammatical principles. Related geography, history, and biography. Composition work based upon the text. Elementary derivation work. Goodwin's chapter on word-formation. *Thirty-nine weeks.*

3. HERODOTUS. *Selections from Persian Wars.*

Study of Ionic forms and comparison with corresponding Attic forms. Classical geography studied in so far as useful for an intelligent exposition of the text. Sight translation. Related geography and history. *Twelve weeks.*

4. HOMER. *Iliad, Books I-IV; or I-II, and an equivalent for III-IV from the Odyssey.*

Related history and geography. Greek mythology. Homeric forms compared with Attic and Ionic. Careful study of versification. Facility in scansion required. Rapid translation of portions of text. Critical exposition of other parts. Derivation work. *Twelve weeks.*

5. PHILOLOGICAL WORK.

During the Greek course the cognate relationship of Greek to English and to Latin will be systematically studied, the rules for consonant and vowel correspondents learned and fully illustrated.

DEPARTMENT OF GERMAN.

1. JOYNES-MEISSNER'S GERMAN GRAMMAR AND BOISEN'S GERMAN PROSE. *Fifteen weeks.*

Three weeks are spent upon a brief synopsis of grammatical paradigms and the translation of illustrative sentences. Then from 80-100 pages of prose are read and the grammatical work based upon the text. Inductive study of the cognate relationship of English and German. The pupils discover for themselves, by means of a classification of the German words that they have had, the vowel and the consonant correspondences existing between German and English.

2. MINNA VON BARNHELM. *Eight weeks.*
3. JUNGFRAU VON ORLEANS. *Ten weeks.*
4. HERMANN UND DOROTHEA. *Six weeks.*

During the reading of (2), (3) and (4) the student is led to acquire a vocabulary. Attention is paid to helpful English cognates of new German words. Especial study of the conversational idioms that occur in the texts read. Some drill in composition. Considerable use of German as the language of the class room. English—German philology.

The above comprises the first year's work in German. The second year's work varies somewhat, from year to year, as to the texts read. The following would be a representative program: Schiller's Wilhelm Tell, Buchheim's Deutsch Lyrik (The selections from Heine, Schiller, Gœthe, and some others), Gœthe's Egmont, Heine's Hartzreise, Freytag's Soll und Haben; some easy sight reading. Philological, conversational and composition drill.

POLITICAL ECONOMY. (*Twelve weeks.*)

1. *Production.*—Land and Natural Agents, Labor, Origin, and Office of Capital, Productive Capability of a Community.

2. *Exchange.*—Theory of Value, Theory of International Exchanges; Money and its Value, Debased Coin, Seigniorage, Inconvertible Paper Money, Bank Money; Reaction of Exchange upon Production.

3. *Distribution.*—Parties to the Distribution of Wealth: Rent, Interest, Profits, Wages, Minor Shares, Reaction of Distribution upon Production.

4. *Consumption.*—Subsistence, Population, Appearance of New Economic Wants, Consumption, the Dynamics of Wealth, Reaction of Consumption upon Production.



5. *Application of Economic Principles.*—Usury<sup>\*</sup> Laws, Banking Functions, Co operation, Trades Unions and Strikes, Unearned Increment of Land, Political Money, Bi-Metallism, Pauperism, Revenue of the State, Principles of Taxation, Protection and Free Trade.

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## Courses of Study for the Practice School.

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In the following outlines for the work of the Practice School the work in Music and Gymnastics does not appear. Systematic exercises in both Singing and Physical Culture are introduced in all grades.

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### Primary Department.

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#### FIRST GRADE.

##### LITERATURE.

##### FIRST TERM—FALL.

Stories 1-6 in "Classic Stories for the Little Ones." Thanksgiving and Christmas stories.

##### SECOND TERM—WINTER.

Stories 7-11, in "Classic Stories for Little Ones." Stories of Lincoln, Washington, Longfellow, and Lowell.

##### THIRD TERM—SPRING.

Stories 12-15, in "Classic Stories for Little Ones." Stories of Froebel and stories in connection with Arbor Day and Memorial Day exercises.

Children memorize many beautiful poems throughout the entire year.

#### NATURE STUDY.

##### FIRST TERM—FALL.

1. Life History of Dog, Cow, Sheep, Squirrel, Rabbit, Mouse, Rat.
2. Preparation of familiar trees with large buds, as walnut, hickory, buckeye, and poplars for winter rest, associated with gathering of autumn leaves.

## SECOND TERM—WINTER.

1. Winter study of Austrian Pine as type of Evergreen Trees.
2. Scotch Pine, Hemlock, and Norway Spruce by comparison with Austrian Pine.
3. Horse, Cat.
4. Chicken (type of birds).

## THIRD TERM—SPRING.

1. Plant seeds of Lima Bean, Sweet Pea, and Nasturtium. Watch development throughout term.
2. Buds of Apple, Cherry, and Plum. This study is begun before the buds are swollen at all. The study of the cherry is continued until cherries are ripe, and the other fruits are watched throughout the term.
3. Duck (type of water bird). Goose by comparison with the duck.

## READING.

The children are introduced to Reading through games for which directions are given at the board in writing. The vocabulary which the child has used in his plays and games becomes his first reading vocabulary. Later the following books are used:

Cyr's Primer.

Stickney's Primer.

Cyr's First Reader.

Thompson's Fairy Tale and Fable.

Thompson's Fables and Rhymes for Beginners.

Hodskin's Little People's Reader.

*Phonics.*—Sounds of the vowels and consonants in most common use in the readers. Letters not marked. Children are taught to recognize new words as fast as possible by making use of their knowledge of the sound values of letters.

## NUMBER.

There are no regular classes in number work. Incidentally to the other subjects, especially nature study, the children learn to count and to perform simple operations, basing their work upon the need of quantitatively measuring their experiences.

## WRITING—WRITTEN LANGUAGE—SPELLING.

The writing begins with blackboard exercises. The children draw, with large, free movements, many objects (such as the cart-wheel, bushel basket, etc.,) in which they are interested and which supply plenty of opportunity for movement. This work in movement is then carried over into the large, free writing of the names of

objects drawn. Later they write short sentences about the animals and plants studied. Needed capitalization and punctuation taught. First desk work as large as the desk will permit.

### DRAWING.

Holding of simple objects studied in science, as eggs, nuts, fruits, animals, etc. Drawing of similar colored objects with crayons, such as buds, leaves, etc. Painting of same in water colors. Paper cutting and pasting. Blackboard and pencil illustrations of stories in literature. Drawings of human form, a child posing as model.

The teacher's method leaves the child wholly free in his execution, merely directing his observation or arousing his imagination preliminary to the effort at expression.

### *SECOND GRADE.*

#### LITERATURE.

##### FIRST TERM—FALL.

Robinson Crusoe, chapters 1-10; or Hiawatha, sections III, VI, VII, VIII, IX.

##### SECOND TERM—WINTER.

Robinson Crusoe, chapters 11-20; or Hiawatha, sections X, XI, XIV, XVIII, XX.

##### THIRD TERM—SPRING.

Robinson Crusoe, chapters 21-29; or Hiawatha, sections V, XIII, XXI, XXII.

The chapters referred to above are to be found in "Robinson Crusoe for Boys and Girls."

#### NATURE STUDY.

##### FIRST TERM—FALL.

Continue and complete study of apple and plum begun in spring. The Grape, ripened fruit on vine.

Watermelon and Muskmelon from flower to fruit.

Cabbage butterfly.

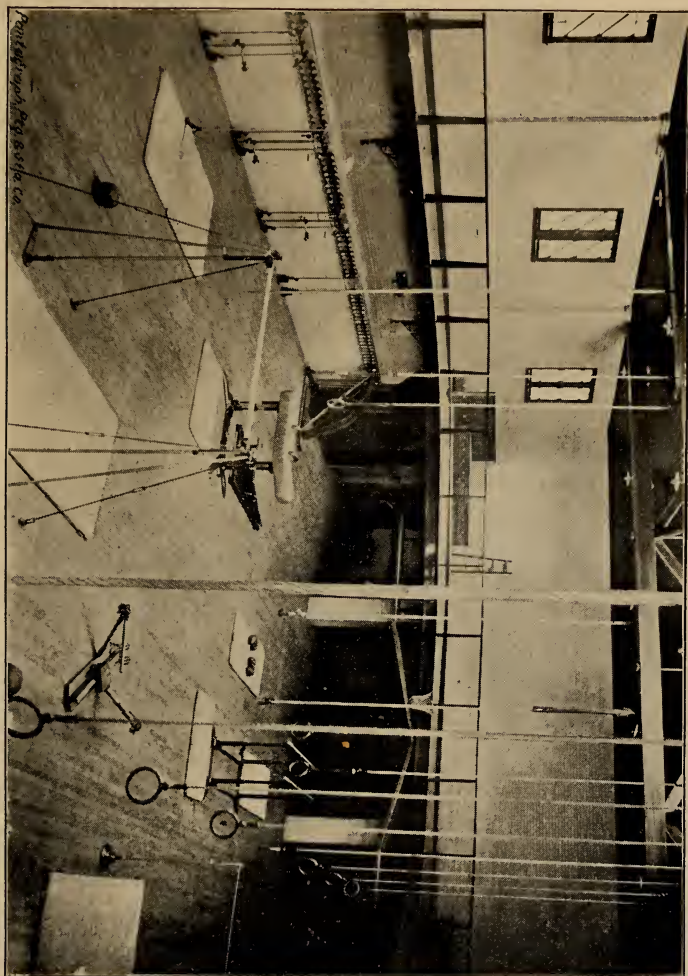
Caterpillars frequenting any of the trees previously studied or the grape, and their preparations for winter.

Preparation of plants for winter.

##### SECOND TERM—WINTER.

Snow Crystals.

Salt, sulphur, and Quartz Crystals by comparison with Snow Crystals. Kinds and formation of pebbles and stones.



INTERIOR OF THE GYMNASIUM.



Crow and owl.

Goat (by comparison with sheep, if the latter has already been studied).

Arrival of early spring birds—time noted.

Watch for any change in the buds of linden, larch, birch, and willow trees.

### THIRD TERM—SPRING.

Continuation of study of trees as in preceding term.

Brown thrush and yellow-winged woodpecker.

Seeds of melon, corn, and morning-glory sown. Watch development.

Grape—buds and blossoms.

Violet. Lily.

Honey bee. Firefly. Fish.

### READING FOR THE YEAR.

"Classic Stories for the Little Ones."

"Nature Stories for Young Readers," Vols. I and II.

Poems connected with Literature and Nature Study.

Grimm's Fairy Tales, Vol. I, Wiltse.

"Pets and Companions," Stickney.

"Seed Babies," Morley.

Second Reader, Cyr.

Continuation of work in phonics as outlined for first year.

### NUMBER FOR THE YEAR.

The work in number for the year is based upon actual measurements. The children are led to ideas of numbers and their relations by the measurement of things within their experience. Through this work of measurement the following number facts and processes are developed and fastened by drill:

(a) The forty five facts in addition.

(b) Addition of single columns of figures by grasping the tens, sum not to exceed 20; thus, add 7, 4, 3, 2; the children see a ten in the seven and the three, which put with the four and two makes sixteen.

(c) Addition of two-place numbers, sum of neither column to exceed nine.

(d) Since  $3+4=7$ ,  $13+4=17$ , and  $23+4=27$ , etc. Similar additions carried to 100.

(e) Understanding of all two-place numbers as composed of tens and units.

(f) Subtractions suggested by (a) and (c).

- (g) Figures, Roman numerals, and names of numbers to 100.
  - (h) All tables of compound numbers in common use.
  - (i) Divisions, Multiplications, and Partitions, to 20.
  - (j) Multiplication tables of 2s, 5s, 10s, and 11s.
- Hall's Arithmetic Reader is used in Review.

#### WRITTEN LANGUAGE—WRITING—SPELLING.

Stories based on Nature Study and Literature, the sentences being connected in thought.

Poems copied.

Short stories reproduced by children as tests.

In addition to the points insisted upon in the first year, the children learn to paragraph.

Blackboard and desk exercises for freedom of movement in writing.

Both writing and spelling are taught incidentally to the work in written language.

#### DRAWING.

The method of the first grade is continued with new and more difficult materials. The child is especially stimulated to reproduce animal and human forms in action. Stories are illustrated by paper cuttings.

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### Intermediate Department.

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#### THIRD GRADE.

##### LITERATURE.

##### FIRST TERM—FALL.

Hawthorne's Wonder Book.

##### SECOND TERM—WINTER.

Hawthorne's Tanglewood Tales.

##### THIRD TERM—SPRING.

Lamb's Adventures of Ulysses.

Church's Story of the Iliad.

Oral presentation. Use of good pictures. Develop a healthful imagination. Secure full and clear reproductions. Let the moral judgment of the children be developed by estimating the characters and their deeds. Develop outlines and let each child preserve them in his blank book.

## NATURE STUDY.

## FIRST TERM—FALL.

The corn plant; life history, parts, uses.

The grasshopper.

Dissemination of seeds. Cocklebur, milkweed, thistle, golden-rod, sunflower, sycamore, etc.

The bullfrog.

The crow.

Migration of birds. Time.

Heat. Production, effects, effects upon vegetation. Frost. The thermometer. Boiler house, a study of our system of heating and ventilation.

## SECOND TERM—WINTER.

Gray hare. Home, habits, enemies, manner of living.

Crystals. Snow, sugar, salt, alum, saltpetre.

The hard maple's preparation for spring. Sap in February. Vaporization, clouds, rain.

The stars and larger constellations; the moon and its changes.

Arrival of early spring birds. Bird calendar.

## THIRD TERM—SPRING.

Changes in the buds of the soft maple, box elder, birch, and willows. Blossoms, seeds, leaves, seedlings.

Continue study of birds as above. Include nesting, rearing of young, food, songs, etc.

The robin. The woodpecker.

The honey bee.

The potato.

Excursions are to be taken with the children throughout the year as often as necessary and as the weather permits, in order that the work may be based on the pupils' personal experiences.

## READING FOR THE YEAR.

Scudder's Fables and Folk Lore.

Mrs. McMurry's Robinson Crusoe.

Stickney's Æsop's Fables.

Stickney's Hans Andersen's Fairy Tales, First Series.

## HOME GEOGRAPHY.

## FIRST TERM—FALL.

Visit to cupola of Normal School. Home neighborhood, prairies, forests, city, village, roads, bridges, slopes, brook.

Farmer's fall work. Preparations for winter.

An October garden.

The campus. Slopes and drainage. Sand modeling. Map drawn to a scale. Miller Park relief. Forest Trees.

## SECOND TERM—WINTER.

Farmer's winter work. Feeding stock. Stockyards. Shipping.

The nursery. Grafting.

The carpenter shop. The wagon shop. Blacksmith shop.

School-room drawn to a scale.

## THIRD TERM—SPRING.

The nursery. Kind of trees, packing, shipping.

The garden in April, May, and June. Relation to hot-bed.

The green-house.

Farmer's spring work.

Court house, records, court rooms, trials, etc.

Local history and management of the town. Council, streets, police, etc.

Parks and monuments, with their history.

In the study of each of the phases of industrial home geography, (blacksmith, wagonmaker, nurseryman, farmer) especial attention is given to bringing out their relations to one another, looking ultimately towards notions of the division of labor, inter-dependence of trades and industries. Notions of physical geography are drawn from excursions in the neighborhood. During the year the stories of the "Seven Little Sisters" are presented orally wherever they are best suited to the work in home geography, and as the first introduction to other countries.

## NUMBER FOR THE YEAR.

Mastery of tables in addition and subtraction.

Understanding of all three-place numbers as composed of hundreds, tens, and ones.

Addition of columns of three-place numbers. Thorough understanding of reduction.

Mastery of subtraction.

Drill on such examples as, What number added to 4 makes 10? Added to 5, 7, 6, 8, etc.? Sums and difference up to 20, as  $9+9$ ,  $8+7$ ,  $7+6$ ; drill on endings, as  $48+3$ ,  $68+3$ ,  $98+3$ .



Reading and writing numbers to millions. Test understanding of composition by frequently asking "what" and "how many."

Tables of linear, liquid, dry measure; of time, weight, and money.

Cook & Cropsey's "Elementary Arithmetic," pp. 7-130. Make the arithmetic class a reading class at times when necessary.

Concrete examples from excursions in geography and science; draw on child's environment for material's.

Exact mathematical language in analysis; accurate, neat form in board work.

### LANGUAGE—SPELLING—WRITING.

Language, spelling, and writing are taught in connection with the other studies, especially geography, literature, and science. These furnish abundant, familiar, and interesting subject matter, and the motive for either oral or written expression. The aim is fluency, freedom, variety. Corrections spring wholly from the child's needs. Thirty to forty short compositions from each child during the year, written, corrected, and copied under the supervision of the teacher.

Special drill hours for writing are devoted to securing good movement and form. In other subjects requiring writing the child is expected to preserve, first of all, good position and movement. Form to be left to time.

### DRAWING FOR THE YEAR.

Perspective of large, coarse, curved-edged objects. Work for freedom and proportion.

Studies from nature in both fall and spring.

Studies from the subject matter of literature, geography, and science. Holiday illustrations.

Clay work in the fall and spring. Blackboard work.

The following list suggests the character of the studies:

Tub, drum, peck measure, bushel basket, kettle, keg, crock, bucket, coffee-pot, flag, gun, hatchet, sword, cap, Christmas stocking, tree, common tools, sled, basket, gray hare, thermometer, oil can, water sprinkler, mittens, kite, small alarm clock, broom, brush, views of human form, branching of trees, leaves, flowers.

### FOURTH GRADE.

#### HISTORY.

#### FIRST TERM—FALL.

McMurry's Pioneer History Stories. Oral presentation of the stories of Joliet and Marquette, Hennepin, LaSalle, The Sioux Massacre, George Rogers Clarke.

SECOND TERM—WINTER.

From the same source the stories of Boone, Robertson and Sevier, Lincoln, Cincinnati and Marietta.

THIRD TERM—SPRING.

From the same source the stories of Lewis and Clark, Fremont, De Soto.

For method see under Literature for Third Grade. See page 51.

NATURE STUDY.

FIRST TERM—FALL.

Cabbage butterfly. Caterpillars.

Turtle.

Grape-- the ripened fruit.

Wild grasses.

Preparation of animals and plants for winter.

Migration of birds. Time.

SECOND TERM—WINTER.

Winter study of evergreens on campus.

The sun—sunlight, sunglass, prism, colors, position of sun.

Sources of springs, rivers, wells. Porosity.

The pump. Construction.

THIRD TERM—SPRING.

Review third grade work on maple, boxelder, birch.

Fertilization and the part insects play in the fertilization of plants.

Grape—buds and blossoms.

Germination. Bean, corn, buckeye, walnut, maple. Seeds watched.

Crayfish.

Apple and plum blossoms. Formation of fruit.

Robin, woodpecker, turtle dove.

READING FOR THE YEAR.

Hawthorne's Wonder Book and Tanglewood Tales.

Elliot's six stories from the Arabian Nights.

Francillon's Gods and Heroes.

Bryant's Translation of Ulysses among the Phæacians.

Kingsley's Water Babies.

Use of dictionary acquired.

## GEOGRAPHY.

## FIRST TERM--FALL.

The Illinois river; the prairies of Illinois; corn and live stock in Illinois; the coal mines of Illinois; a trip on the Upper Mississippi; pineries and lumbering in Minnesota; Minneapolis as a trade center; the great wheat region of the Northwest; several great trade routes to Chicago.

## SECOND TERM--WINTER.

Lake Superior. St. Mary's Canal and Falls.  
The iron mines of Michigan. (Blast furnace).  
Chicago as a trade center.  
Tobacco raising in Kentucky. Tobacco region.  
The surface of Tennessee.  
The lower Mississippi. Jetties.

## THIRD TERM--SPRING.

Cotton raising in Mississippi (cotton belt).  
Springfield and State government.  
Sugar in Louisiana.  
Cattle ranch in Texas (great grazing region).  
Pike's Peak and vicinity.  
Irrigation and the Big Ditch at Denver.  
Yellowstone Park.  
Oral presentation as described under Literature for third grade.  
See page 51. Free use of sand and chalk.

## ARITHMETIC FOR THE YEAR.

Mastery of multiplication tables.  
Principles underlying multiplication. Relation to addition.  
Multiplication of six-place numbers by 1, 2, 3, and 4-place numbers.  
Short division. Six-place dividend.  
Mastery of long division.  
Review old tables of denominate numbers. Add square and cubic measure.  
Cook & Cropsey's Elementary Arithmetic, p. 131-224.

## LANGUAGE--SPELLING--WRITING.

Expansion of work for third grade. See third grade, page 54.

DRAWING FOR THE YEAR.

Perspective of simple straight-edged objects.

Studies from nature.

Studies suggested by history, geography, science. Holiday illustrations. Clay work. Blackboard handling.

The following list is suggestive: Boxes, baskets, pans, telescope, satchel, sled, bench, table, coffee-mill, trunk, book shelves, wheelbarrow, tent, vegetables, sprays of leaves, entire plants (root, stem, leaves, etc.), flowers.

*FIFTH GRADE.*

HISTORY.

FIRST TERM—FALL.

Champlain, Hudson, John Smith, Sir Walter Raleigh.

SECOND TERM—WINTER.

Columbus, Magellan, Cortez.

THIRD TERM—SPRING.

The Pilgrims; Washington to Braddock's Defeat; Fremont, trip across plains and mountains to California in 1849.

NATURE STUDY.

FIRST TERM—FALL.

Clam. Catfish.

Apple. Plum.

Migration of birds. Time.

Steam engine.

SECOND TERM—WINTER.

Light and the eye. Eye of an ox. Human eye.

The moon and its phases. Tides.

The crust of the earth; geologic strata; pebbles; limestone; granite; marble; gravel bank; gorge; erosion; glaciers; volcanoes; fossils.

THIRD TERM—SPRING.

Milkweed butterfly.

Honey bee.

Review of work of fourth grade in germination and budding of trees. See page 55.

Hepatica and marsh-marigold.

Blackbird. Bobwhite.

Movements of the earth about the sun.



## READING FOR THE YEAR.

Hiawatha, Parts I and II. Memorize selections.

Ruskin's King of the Golden River.

Macaulay's Lays of Ancient Rome.

Whittier's Barefoot Boy.

## GEOGRAPHY.

## FIRST TERM—FALL.

Hudson river; Mt. Washington (White mountains); Boston (history and commerce); a cotton mill at Lowell (Merrimac river); Ship building at Philadelphia (ship and navy yards).

## SECOND TERM—WINTER.

Washington (national government); oyster fisheries of Chesapeake bay (comp. Long Island Sound); James river and surface features of Virginia; the pineries of Carolina; the orange groves of Florida (comp. California).

## THIRD TERM—SPRING.

The Alleghany mountains as a whole; New York city as a trade center; a gold mine in California; the salmon fisheries of the Columbia; the St. Lawrence river; City of Mexico (plateau and climate); the Rocky mountains as a whole; the river systems and slopes of North America.

## ARITHMETIC FOR THE YEAR.

Factoring; least common multiple; cancellation; common and decimal fractions.

Cook and Cropsey, pp. 224-267.

## LANGUAGE—SPELLING—WRITING.

Continuation of work of Third and Fourth Grades. See Third Grade.

## DRAWING FOR THE YEAR.

Perspective of both curved and straight edged objects. (See Third and Fourth Grades). Development of exact work. Artistic handling. Much outdoor sketching. Development of first expression in light and shade.

## **Grammar and Preparatory Department.**

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The Grammar School is intended for those who wish to prepare for the Normal School, for a High School, or for general business.

Young men and young women not fully prepared for the Normal Department are enabled to enter after spending a term or two in the rigorous preparatory drill of the Grammar School; while to those who are preparing for a High School, it offers excellent academic training. It is in the direct charge of a Principal, and his assistant teachers are under the constant supervision of the Principal Training Teacher.

Pupils often fail in their effort to get a higher education, simply because their elementary education has been poor; hence, great care is taken that each shall be well-grounded in elementary knowledge.

Those who wish merely a common-school education will find the course comprehensive enough for all ordinary business purposes. Much care is taken that pupils shall become good penmen, and that they shall acquire a ready knowledge of arithmetic, in order that they may make good accountants. Those more advanced will have the opportunity of studying bookkeeping, taught according to the most practical methods.

The grading is such that pupils may take the work which they are best fitted to do; and, during the second year, those who may wisely do so are allowed to take any of the languages in the Normal School.

The moral influence of the school and its surroundings is good. Vicious boys who are outcasts from other schools will not find admittance here. Saloons and other places of evil resort are not allowed in the town. Tuition is charged at the rate of \$25 a year.

### *SIXTH GRADE.*

#### **HISTORY.**

##### **FIRST TERM—FALL.**

Colonial History—Massachusetts and Virginia. Biographies of Miles Standish, Raleigh, and John Smith.

##### **SECOND TERM—WINTER.**

Colonial History—New York and the Iroquois; Pennsylvania and Maryland. Biographies of Stuyvesant, Franklin, and William Penn.

##### **THIRD TERM—SPRING.**

Colonial History—Georgia (Oglethorpe). Review of three type colonies. French and Indian wars. Washington and Braddock.

## NATURAL SCIENCE.

## FIRST TERM--FALL.

Study of seeds and fruits and the preparation of plants and animals for winter.

## SECOND TERM--WINTER.

Experiments in condensation and evaporation.

Application to physical geography.

Erosion in various forms.

World water partings.

World river basins.

World river systems.

## THIRD TERM--SPRING.

Animal life of brooks,—fish, frogs, reptiles; germination spring flora.

## READING.

## FIRST TERM--FALL.

Courtship of Miles Standish. Autobiography of Franklin.

## SECOND TERM--WINTER.

Legend of Sleepy Hollow.

Snow Bound.

## THIRD TERM--SPRING.

Evangeline.

Burrough's Birds and Bees.

Vocal and phonic drill throughout the year to meet the needs of the class.

## GEOGRAPHY.

## FIRST TERM--FALL.

The World Whole—Position, shape, and area of continents. Long and short slopes. Primary and secondary highlands. River basins, general appearance and character. Formation of mountains. Origin of soils. General ideas of a river as to origin, as a carrier of soil and leveler, as to formation of deltas and lakes in river valleys. Work based on direct observation of home water courses.

Collateral reading: Frye's Brooks and Brook Basins; Jane Andrew's Seven Little Sisters, and Each and All.

## SECOND TERM--WINTER.

North America.—Review of slopes, highlands and river-basins as presented in preceding term. Careful study of North America as a type for study of continents. Continental divide. Long and short

slopes. Mountain ranges, height and character. Plateaus. Close study of Great Basin and of Colorado and Columbia Plateaus. Close study of Mississippi, MacKenzie, St. Lawrence, Colorado, and Yukon basins. The Ice Sheet and the formation of the Great Lakes. Climate, vegetation, animals and industries. Chalk modeling and sand modeling.

THIRD TERM—SPRING.

South America.—Structure and relief compared with North America. Study South America in general according to plan suggested above for North America. Sand and chalk as above.

ARITHMETIC.

FIRST TERM—SPRING.

Percentage and its simple applications.  
Complete Cook & Cropsey's Elementary Arithmetic.

SECOND TERM—WINTER.

Review fractions and compound numbers.  
Analysis of miscellaneous problems.

THIRD TERM—SPRING.

Review percentage with fuller work in applications. Metric System.

LANGUAGE—SPELLING—WRITING.

Continuation of the work outlined for third grade. See page 54.

DRAWING FOR YEAR.

Continuation of studies in form, light and shade and perspective as in 3d, 4th, and 5th grades. Outdoor and indoor sketching. Color work in spring. Selections as before.

SEVENTH GRADE.

HISTORY.

FIRST TERM—FALL.

Revolutionary War--Biographies.

SECOND TERM—WINTER.

From the Revolutionary War to the Close of the War of 1812. Framing of Constitution. Northwest Territory. Biographies of Adams, Jefferson, and Madison.



## THIRD TERM--SPRING.

Tariff and state's rights. Slavery question. Mexican war. Territorial growth. War for the Union. Biographies of Lincoln, Lee, and Grant.

## NATURAL SCIENCE.

## FIRST TERM--FALL.

Physiology—Circulation, respiration, digestion, effects of alcohol and narcotics.

## SECOND TERM--WINTER.

Heat—Convection and radiation.

Air pressure.

## THIRD TERM--SPRING.

Study of Type Trees—Maple.

Birds—Woodpecker, bluejay, wild pigeon, blackbird.

## READING.

## FIRST TERM--FALL.

Study of national poems bearing on history work, as Paul Revere's Ride, Lexington, Ballad of the Boston Tea Party.

Selections from Lamb's Tales of Shakespeare.

## SECOND TERM--WINTER.

Hale's Man Without a Country.

Hawthorne's Tales of the White Hills.

Andrew's Ten Boy's on the Road from Long ago to Now.

## THIRD TERM--SPRING.

Scott's Lady of the Lake.

Lowell's Vision of Sir Launfal.

Burrough's Birds and Bees.

For phonic and vocal drill see sixth grade.

## GEOGRAPHY.

## FALL AND WINTER TERM.

Europe and Asia as a whole. Trend of continental axis, long and short slopes. Basins of the Rhine, Rhone, Danube, Volga, Indus, Yankste, Hoang, Lena and Yenesei. Relation of relief to climate, soil, vegetation and industries. Much use of sand, chalk, and flour modeling.

## SPRING TERM.

Africa and the islands of the sea. Use outline suggested for North America; see work for sixth grade.

MATHEMATICS.

FALL TERM.

Hornbrook's Geometry to p. 88.

Lines and angles, circles, arcs and angles, rectangles, triangles, and lines.

WINTER TERM.

Finish Hornbrook's Geometry. Quadrilaterals, ratio and proportion, polygons, circles and lines, squares and cubes.

THIRD TERM—SPRING.

Arithmetic—More difficult applications of percentage. Cook & Cropsey's New Advanced Arithmetic, pp. 224 to 305.

LANGUAGE FOR THE YEAR.

Fall and winter terms devoted to technical grammar from a text book (Southworth and Goddard, to p. 155). Frequent essays on topics of history, science, literature, and geography. Oral and written reproductions of short poems. Spring term devoted chiefly to language work in connection with nature study. Spelling and writing as before.

DRAWING.

Continuation of work of sixth grade, with more difficult studies.

*EIGHTH GRADE.*

HISTORY.

FIRST TERM—FALL.

English History—The Teutons, Feudalism, Magna Charta, Renaissance, Discovery of America.

SECOND TERM—WINTER.

English History—Tudor period, period of discovery and exploration, colonization of America; House of Hanover and American Revolution.

THIRD TERM—SPRING.

Review American History in light of preceding English History: Critical period, growth and development of Union, War for Union, reconstruction and later development.

NATURAL SCIENCE.

FIRST TERM—FALL.

Air—Elasticity, expansion, air currents, air pressure, barometer. Manual work in application of scientific principles; construction of pump and barometer. Or

Heat—Evaporation, condensation, construction of steam engine, study of thermometers.

#### SECOND TERM—WINTER.

Magnetism and Electricity. Construction of electric bell system; telephone and telegraph.

#### THIRD TERM—SPRING.

Type trees—Austrian Pine.

Spring flowers—Fertilization and germination.

#### READING FOR THE YEAR.

Scott's *Ivanhoe* and *Kenilworth*, Rolfe's *Tales from English History in Prose and Verse*, Emerson's *Fortune of the Republic*, Burke's *American Orations*, Lincoln's *Gettysburg Speech*. Short poetical selections, as the *Launching of the Ship*, bearing on history.

For phonic and vocal drill see sixth grade.

#### MATHEMATICS.

##### FIRST TERM—FALL.

Algebra—Giffin's *Grammar School Algebra*, to page 52.

Exercise in algebraic language. Addition, subtraction, multiplication and division. Simple equations.

##### SECOND TERM—WINTER.

Finish Giffin's *Grammar School Algebra*.

##### THIRD TERM—SPRING.

Arithmetic—Review percentage and applications; involution, evolution, and mensuration. Finish Cook & Cropsey's *New Advanced Arithmetic*.

#### LATIN OR GRAMMAR FOR THE YEAR.

In this year Latin is accepted as an alternative for grammar from those who desire to begin Latin at this time in order to be better prepared for High School or Normal work.

Latin—Fall term to p. 67, winter term to p. 125, spring term to the end of Collar & Daniell's *First Latin Book*.

Grammar for Fall and Winter terms: Continuation of seventh grade work. Complete Southworth and Goddard. Spring term devoted to essay work.

#### DRAWING FOR YEAR.

Continuation of work for seventh grade. Pen and ink work.

**NINTH GRADE. FIRST YEAR HIGH SCHOOL.**

Pupils entering this grade are allowed to complete a regular high school course in the Normal department if they so desire.

**LATIN FOR THE YEAR.**

See page 42 in this catalog.

**MATHEMATICS.**

**FIRST AND SECOND TERMS—FALL AND WINTER.**

Algebra. See Normal Course.

**THIRD TERM—SPRING.**

Review of Arithmetic. Time and topics determined by the needs of the class.

**LITERATURE.**

**FIRST TERM—FALL.**

Seven American Classics. Thought and interpretation emphasized; daily practice in oral reading to cultivate ease, flexibility, and naturalness in expression.

**SECOND TERM—WINTER.**

Tales of a Wayside Inn. Longfellow's preparation for this work. The characters of the introduction. Paul Revere's Ride, Student's Tale, The Falcon of Sir Frederigo, Robert of Sicily, Saga of King Olaf.

**THIRD TERM—SPRING.**

Masterpieces of British Literature. Treatment as before. Occasional essays in connection with the selections.

**SCIENCE.**

**FIRST TERM—FALL.**

Heat, air, and water, with special reference to their bearings on the problems of physical geography. Daily work in the laboratory.

**SECOND TERM—WINTER.**

Brief survey of typical vertebrate structures.

The cell, independently and as a basis of organic life. Lower many-celled animals: Starfish, jellyfish. Dissection of the oyster. Mollusca and insecta characterized in general. The lobster, crayfish and perch, as types, with dissection. Observations recorded.



**THIRD TERM—SPRING.**

Seeds—Kinds and characteristics. Covering and protection.  
Modes of dissemination.

Stems—Kinds and structure.

Buds—Kinds, structure, arrangement.

Flowers and fruits.

Drawings and recording of observations.

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**Preparatory Department.**

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The work of this department, which is connected with the Grammar department, is designed especially for those who need a special preparation before entering the Normal department.

**LITERATURE AND READING.**

Seven American Classics: *Snow Bound*, *Evangeline*, *Vision of Sir Launfal*. Special attention to thought and interpretation and to good habits of enunciation and expression in reading. Phonic and vocal work to meet the needs of the class.

**GEOGRAPHY.**

North America. Relief as basis of study: Slope the unit of relief; mountain ranges and plateaus compared as to altitude and area; effect of same on climate, vegetation and industries. Drainage of continent. Comparison of river systems and basins.

**SCIENCE.**

Correlated with geography. Problems from heat, air, and water. In the spring, seeds and the trees of the campus.

**ARITHMETIC.**

Common and decimal fractions, compound numbers, percentage. Careful work in analysis and oral and written expression.

**GRAMMAR AND COMPOSITION.**

Themes from the work in Literature, Science, and Geography. Purpose,—facility in the use of clear, correct English, both oral and written. Attention to thought, organization, and paragraphing as preparation for composition.

**WRITING.**

Fifteen minutes daily instruction in vertical script.

## **The Two-Year Course.**

Graduates of approved high schools, or persons possessing equivalent qualifications, will be admitted to the following course:

### **FIRST YEAR.**

#### **FIRST TERM.**

Reading, 18 hours per month.  
Arithmetic, 18 hours per month.  
Elementary Psychology, 18 hours per month.  
Zoology, 18 hours per month.  
Elements of Pedagogy, 8 hours per month.  
Drawing, 8 hours per month.

#### **SECOND TERM.**

Pedagogy, 18 hours per month.  
English Grammar, 18 hours per month.  
Geography, 18 hours per month.  
Ancient History, 18 hours per month.  
Drawing, 8 hours per month.  
Practice Teaching, 20 hours per month.

#### **THIRD TERM.**

Pedagogy, 18 hours per month.  
English Literature, 18 hours per month.  
Algebra, 18 hours per month.  
Botany, 18 hours per month.  
Practice Teaching, 20 hours per month.  
Drawing, 8 hours per month.  
Vocal Music, 8 hours per month.

### **SECOND YEAR.**

#### **FIRST TERM.**

Advanced Psychology, 20 hours per month.  
Illustrative Teaching 12 hours per month.  
English Literature, 20 hours per month.  
Civil Government, 18 hours per month.  
Physics, 20 hours per month.

#### **SECOND TERM.**

Advanced Psychology, 20 hours per month.  
Illustrative Teaching, 12 hours per month.  
Practice Teaching, 20 hours per month.  
Shakespeare and Themes, 20 hours per month.  
Geometry, 18 hours per month.

#### **THIRD TERM.**

Philosophy of Education, 20 hours per month.  
Illustrative Teaching, 12 hours per month.  
Practice Teaching, 20 hours per month.  
Physical Geography, 18 hours per month.  
Bookkeeping and School Law, 20 hours per month.

The two-year pupils recite with the three-year pupils. The explanation of the course of study, consequently, applies to both courses.

A course in penmanship and vocal music is given in addition to the above.

# The Three-Year Course.

| FIRST YEAR.                       |                     |  | SECOND YEAR.                         |                    |  | THIRD YEAR.                              |                    |  |
|-----------------------------------|---------------------|--|--------------------------------------|--------------------|--|------------------------------------------|--------------------|--|
| FIRST TERM.                       |                     |  | FIRST TERM.                          |                    |  | FIRST TERM.                              |                    |  |
| Reading.....                      | 18 hours per month  |  | Algebra.....                         | 18 hours per month |  | Advanced Psychology                      | 20 hours per month |  |
| Geography.....                    | 18 hours per month  |  | Elementary Psychology.....           |                    |  | Physics.....                             | 20 hours per month |  |
| English Grammar.....              | 18 hours per month  |  |                                      | 18 hours per month |  | English Literature.....                  | 20 hours per month |  |
| Arithmetic.....                   | 18 hours per month  |  | Civil Government.....                | 18 hours per month |  | Mediaeval.....                           | 20 hours per month |  |
| Elements of Pedagogy.....         |                     |  | Zoology.....                         | 18 hours per month |  | Illustrative Teaching and Methods...     |                    |  |
| Drawing.....                      | 8 hours per month   |  | Drawing.....                         | 8 hours per month  |  | .....                                    | 12 hours per month |  |
| Orthography.....                  | 8 hours per month   |  |                                      |                    |  |                                          |                    |  |
|                                   | 10 minutes ea'h day |  |                                      |                    |  |                                          |                    |  |
| SECOND TERM.                      |                     |  | SECOND TERM.                         |                    |  | SECOND TERM.                             |                    |  |
| Reading.....                      | 18 hours per month  |  | Rhetoric.....                        | 18 hours per month |  | Advanced Psychology                      | 20 hours per month |  |
| Arithmetic.....                   | 18 hours per month  |  | Geometry.....                        | 18 hours per month |  | Shakespeare and Themes.....              |                    |  |
| Geography.....                    | 18 hours per month  |  | Ancient History.....                 | 18 hours per month |  | Physics.....                             | 20 hours per month |  |
| Pedagogy.....                     | 18 hours per month  |  | Physiology.....                      | 18 hours per month |  | Illustrative Teaching and Methods...     |                    |  |
| Drawing.....                      | 8 hours per month   |  | Practice Teaching in Model School... |                    |  | .....                                    | 12 hours per month |  |
| Penmanship.....                   | 8 hours per month   |  | ..                                   | 20 hours per month |  | Practice Teaching in Model School...     |                    |  |
| Orthography.....                  | 10 minutes ea'h day |  | Drawing.....                         | 8 hours per month  |  | .....                                    | 30 hours per month |  |
| THIRD TERM.                       |                     |  | THIRD TERM.                          |                    |  | THIRD TERM.                              |                    |  |
| History of the United States..... |                     |  | Botany.....                          | 18 hours per month |  | Philosophy of Education.....             |                    |  |
| .....                             | 18 hours per month  |  | Physical Geography.....              | 18 hours per month |  | .....                                    | 20 hours per month |  |
| English Grammar.....              | 18 hours per month  |  | English Literature.....              | 18 hours per month |  | Bookkeeping, 5 weeks, 20 hours per month |                    |  |
| Algebra.....                      | 18 hours per month  |  | Geometry.....                        | 18 hours per month |  | School Laws, 6 weeks, 20 hours per month |                    |  |
| Pedagogy.....                     | 18 hours per month  |  | Practice Teaching in Model School... |                    |  | Chemistry.....                           | 20 hours per month |  |
| Drawing.....                      | 8 hours per month   |  |                                      |                    |  | Illustrative Teaching and Methods...     |                    |  |
| Vocal Music.....                  | 8 hours per month   |  |                                      |                    |  | .....                                    | 12 hours per month |  |
| Orthography.....                  | 10 minutes ea'h day |  | Drawing.....                         | 8 hours per month  |  | Practice Teaching in Model Schools..     |                    |  |
|                                   |                     |  |                                      |                    |  | .....                                    | 30 hours per month |  |

Pupils are permitted to add Latin, Greek, and German to the above without charge. If these studies are taken the course is correspondingly lengthened.

# The Four-Year Course.

|                  | FIRST TERM.                                                                                                                                         | SECOND TERM.                                                                                                                                      | THIRD TERM.                                                                                                                                                   |
|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FIRST YEAR ..... | Latin, Grammar and Reader.<br>English Grammar.<br>Geography.<br>Elements of Pedagogy, 2 hours a week.                                               | Latin, Grammar, Eutropius.<br>Reading.<br>Arithmetic.<br>Pedagogy.                                                                                | Cæsar.<br>United States History.<br>Algebra.<br>Pedagogy.                                                                                                     |
| SECOND YEAR..... | Cæsar.<br>Algebra.<br>Zoology.<br>Practice Teaching.                                                                                                | Cæsar.<br>Rhetoric.<br>Physiology.<br>Geometry.                                                                                                   | Cicero.<br>Literature.<br>Botany or Physical Geography.<br>Geometry.                                                                                          |
| THIRD YEAR.....  | Cicero or Science.<br>Civics or English Literature.<br>German or Greek.<br>Elementary Psychology.                                                   | Ovid or Science.<br>German or Greek.<br>Practice Teaching.<br>Ancient History.                                                                    | Vergil or Science.<br>German or Greek.<br>Political Economy.<br>Practice Teaching.                                                                            |
| FOURTH YEAR...   | Vergil 9 weeks, Horace 6 weeks; or<br>Astronomy.<br>Mediæval History or German or<br>Greek.<br>Physics.<br>Psychology.<br>Pedagogy, 3 hours a week. | Livy or Astronomy.<br>Physics, German or Greek.<br>Shakespeare and Themes.<br>Psychology.<br>Pedagogy, 3 hours a week.<br>.....<br>.....<br>..... | Chemistry, German or Greek.<br>Practice Teaching.<br>Philosophy of Education.<br>School Law, 5 weeks.<br>Pedagogy, 3 hours a week.<br>.....<br>.....<br>..... |

Drawing will alternate successively with regular studies, so as to give two exercises each week for first two years.

Pupils will be required to have daily exercises in orthography if found especially deficient in that branch.

Penmanship and vocal music will be provided for in the first year in method work. Any of the above work may be passed by satisfactory examination.

## **The Christian Associations.**

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There are two such societies, one for young men, Y.M.C.A ; and one for young women, Y.W.C.A. While they are separate organizations, union meetings are regularly held. As their name implies, they are Christian associations. All members of evangelical churches may become active members, while others may become associate members.

The work of these associations is many-sided, including religious devotion, instruction and study, missionary work, social culture, and the furtherance of religious culture and work along all lines. On the one side the body of students has in these societies the best opportunity for religious growth, organization, and social contact, and on the other the Sunday schools and churches are reinforced by the work of the societies.

The devotional meetings consist of prayer meetings, held each Tuesday evening by each of the associations, and a union meeting of the two each Sunday afternoon at four o'clock. The Tuesday evening meetings are conducted by the students, while the Sunday afternoon meetings are led sometimes by the pastors of the churches, sometimes by teachers or students of the Normal school.

The Bible-study class meets each Friday evening. For some years it has been conducted by Dr. E. C. Hewett, ex-President of the Normal School. It consists of a careful and comparative study of the Bible testimony or important religious topics.

The sociables given near the opening of each term furnish opportunity to the new students to become acquainted with each other and with older students, thus introducing them to the religious and social life of the school.

The associations cultivate systematically the mission spirit, and carry on some of its work. The students raise annually three hundred dollars with which, in co-operation with five of the churches in the town, five native missionaries are supported in foreign fields. A students' volunteer band is made up of those who intend eventually to enter upon the work in foreign fields. A missionary study class meets each Friday afternoon. The library of the Normal School has also been supplied, through the efforts of the association, with a collection of forty-five volumes of missionary literature.

Students are welcomed at all the meetings of the associations, and to its opportunities for religious devotion and culture.



## **The Oratorical Association.**

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This association had its origin in the winter term of 1889, the prime mover being Mr. Charles Beach, an enterprising student. Annual contests were held until the last school year when the association sent a representative to a meeting of delegates from the Normal schools of Kansas, Iowa, Illinois, and Missouri, who met for the purpose of organizing an Inter-State League of Normal Schools. As a result of that meeting an association was formed and the first oratorical contest was held at Warrensburg, Mo., May 8, 1896.

Five States sent contestants, viz: Wisconsin, Kansas, Illinois, Iowa, Missouri. The honors were awarded in the order named. The contestant from Illinois was Robert J. Wells, a student in this school. Although Mr. Beach left the school several years ago, his interest in the association is evinced by the fact that he has made provision for an annual prize of one hundred dollars and a gold medal for the winner of the preliminary contest, the same to be known as the Beach prize.

The second contest was held at Emporia, May 7, the same States sending contestants. Illinois was represented by Chester M. Echols. The rank of the contestants was as follows: Iowa, Missouri, Illinois, Wisconsin, Kansas.

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## **Accredited High Schools.**

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Graduates of accredited high schools may be admitted to the two-year course upon presentation of their diplomas. School authorities desiring to have their school placed upon this list should correspond with the president. The course should be not less than four years in length.

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## **The University of Illinois.**

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Arrangements have been made by which graduates of this school will be admitted to the junior classes of the University of Illinois. Graduates from the four-year course and from the two-year course will be able to get the degree of A.B. or B.S. at the end of two years at the University. Graduates of the three-year course will be credited with sufficient work to enable them to rank as juniors in courses leading to the degree of B.S.

| 1897  | Sun. | Mon. | Tues. | Wed. | Thurs. | Fri. | Sat. | 1898 | Sun. | Mon. | Tues. | Wed. | Thurs. | Fri. | Sat. |
|-------|------|------|-------|------|--------|------|------|------|------|------|-------|------|--------|------|------|
| July  | ..   | ..   | ..    | ..   | 1      | 2    | 3    | Jan. | ..   | ..   | ..    | ..   | ..     | ..   | 1    |
|       | 4    | 5    | 6     | 7    | 8      | 9    | 10   |      | 2    | 3    | 4     | 5    | 6      | 7    | 8    |
|       | 11   | 12   | 13    | 14   | 15     | 16   | 17   |      | 9    | 10   | 11    | 12   | 13     | 14   | 15   |
|       | 18   | 19   | 20    | 21   | 22     | 23   | 24   |      | 16   | 17   | 18    | 19   | 20     | 21   | 22   |
|       | 25   | 26   | 27    | 28   | 29     | 30   | 31   |      | 23   | 24   | 25    | 26   | 27     | 28   | 29   |
| Aug.  | 1    | 2    | 3     | 4    | 5      | 6    | 7    | Feb. | 30   | 31   | ..    | ..   | ..     | ..   | ..   |
|       | 8    | 9    | 10    | 11   | 12     | 13   | 14   |      | 6    | 7    | 8     | 9    | 10     | 11   | 12   |
|       | 15   | 16   | 17    | 18   | 19     | 20   | 21   |      | 13   | 14   | 15    | 16   | 17     | 18   | 19   |
|       | 22   | 23   | 24    | 25   | 26     | 27   | 28   |      | 20   | 21   | 22    | 23   | 24     | 25   | 26   |
|       | 29   | 30   | 31    | ..   | ..     | ..   | ..   |      | 27   | 28   | ..    | ..   | ..     | ..   | ..   |
| Sept. | ..   | ..   | ..    | 1    | 2      | 3    | 4    | Mch. | ..   | ..   | 1     | 2    | 3      | 4    | 5    |
|       | 5    | 6    | 7     | 8    | 9      | 10   | 11   |      | 6    | 7    | 8     | 9    | 10     | 11   | 12   |
|       | 12   | 13   | 14    | 15   | 16     | 17   | 18   |      | 13   | 14   | 15    | 16   | 17     | 18   | 19   |
|       | 19   | 20   | 21    | 22   | 23     | 24   | 25   |      | 20   | 21   | 22    | 23   | 24     | 25   | 26   |
|       | 26   | 27   | 28    | 29   | 30     | ..   | ..   |      | 27   | 28   | 29    | 30   | 31     | ..   | ..   |
| Oct.  | ..   | ..   | ..    | ..   | 1      | 2    | ..   | Apr. | ..   | ..   | ..    | ..   | ..     | 1    | 2    |
|       | 3    | 4    | 5     | 6    | 7      | 8    | 9    |      | 3    | 4    | 5     | 6    | 7      | 8    | 9    |
|       | 10   | 11   | 12    | 13   | 14     | 15   | 16   |      | 10   | 11   | 12    | 13   | 14     | 15   | 16   |
|       | 17   | 18   | 19    | 20   | 21     | 22   | 23   |      | 17   | 18   | 19    | 20   | 21     | 22   | 23   |
|       | 24   | 25   | 26    | 27   | 28     | 29   | 30   |      | 24   | 25   | 26    | 27   | 28     | 29   | 30   |
|       | 31   | ..   | ..    | ..   | ..     | ..   | ..   | May  | ..   | ..   | ..    | ..   | ..     | ..   | ..   |
| Nov.  | ..   | 1    | 2     | 3    | 4      | 5    | 6    |      | 1    | 2    | 3     | 4    | 5      | 6    | 7    |
|       | 7    | 8    | 9     | 10   | 11     | 12   | 13   |      | 8    | 9    | 10    | 11   | 12     | 13   | 14   |
|       | 14   | 15   | 16    | 17   | 18     | 19   | 20   |      | 15   | 16   | 17    | 18   | 19     | 20   | 21   |
|       | 21   | 22   | 23    | 24   | 25     | 26   | 27   |      | 22   | 23   | 24    | 25   | 26     | 27   | 28   |
|       | 28   | 29   | 30    | ..   | ..     | ..   | ..   |      | 29   | 30   | 31    | ..   | ..     | ..   | ..   |
| Dec.  | ..   | ..   | 1     | 2    | 3      | 4    | ..   | June | ..   | ..   | ..    | 1    | 2      | 3    | 4    |
|       | 5    | 6    | 7     | 8    | 9      | 10   | 11   |      | 5    | 6    | 7     | 8    | 9      | 10   | 11   |
|       | 12   | 13   | 14    | 15   | 16     | 17   | 18   |      | 12   | 13   | 14    | 15   | 16     | 17   | 18   |
|       | 19   | 20   | 21    | 22   | 23     | 24   | 25   |      | 19   | 20   | 21    | 22   | 23     | 24   | 25   |
|       | 26   | 27   | 28    | 29   | 30     | 31   | ..   |      | 26   | 27   | 28    | 29   | 30     | ..   | ..   |

### Calendar for 1897-98.

The school year of 39 weeks is divided into three terms.

The first term of 15 weeks begins on Monday, September 13, 1897, and closes on Thursday, December 23. Examinations at the close of the term. Annual Contest of Literary Societies on Thursday evening, December 23. Semi-annual meeting of the Board of Education on Wednesday, December 9.

Vacation of one week.

The second term begins on Monday, January 3, 1898, and closes on Thursday, March 24. Examinations at the end of the term.

Vacation of one week.

The third term begins on Monday, April 4, and closes on Wednesday, June 22. Examinations during the last week of the term. Annual meeting of the Alumni June 22. Annual meeting of the Board of Education on Wednesday, June 22. Commencement exercises on Thursday, June 23.

Vacation of eleven weeks.

The new school year opens on Monday, September 12, 1897.

# Pupil Teachers.

1896-7.

## FIRST CLASS.\*

|                           |                         |
|---------------------------|-------------------------|
| BAKER, CORA E.            | KERNS, CARRIE.          |
| BAKER, ESTELLE K.         | KING, ANNA.             |
| BARRETT, MABEL.           | LANGE, OTTILIE.         |
| BLAND, HATTIE.            | LEE, EMMA L.            |
| BOYCE, EVA B.             | LIGGITT, MYRTLE M.      |
| COOPER, ANNETTA B.        | LURTON, BLANCHE.        |
| COOPER, MABEL.            | MICHAELIS, EDNA.        |
| DANIEL, OZELLO H.         | MITCHELL, ANNA T.       |
| DARBY, GERTRUDE.          | MIZE, EDITH.            |
| EDMUNDS, ELMA R.          | MOON, EVA.              |
| EDWARDS, CARLIE.          | PHILLIPS, ALICE.        |
| EMERY, FANNIE.            | PIKE, EFFIE.            |
| FAIRFIELD, ETTA M.        | RHINESMITH, WILHELMINE. |
| FARMER, HATTIE.           | ROSS, SILVA.            |
| FELTON, JESSIE.           | SCHLATTERER, LAURA.     |
| FENTON, GRACE.            | SIKKEMA, A. ALICE.      |
| FLETCHER, MARY.           | SIMMONS, NORA M.        |
| FLINN, SARAH L.           | SNELL, CLARA M.         |
| HALL, ELIZABETH.          | VAN HORN, MARGARET.     |
| HAMBLIN, MRS. FRANK A.    | WASHBURN, EMMA.         |
| HIMES, ETTA A.            | WILLIAMS, JULIA.        |
| HUNT, FANNIE FERN E.      |                         |
| ALLEN, CHARLES.           | MARTIN, WM. WOODROW.    |
| CARSON, FRANKLIN B.       | MIZE, A. ROY.           |
| ECHOLS, CHESTER M.        | PATCH, FRED.            |
| ELLIOTT, CHARLES HERBERT. | PERRY, BENJAMIN.        |
| HALL, JOHN C.             | PIKE, WALTER F.         |
| HOFF, GEORGE S.           | RISHEL, WARREN HALE.    |
| HUNT, GEORGE W.           | ULLENSVANG, MARTIN L.   |
| JOHNSON, RILEY O.         | WELLES, WINTHROP S.     |
| McKINNEY, JOHN R.         |                         |

\*The first list consists of those who have been in school during the year 1896-7 and have taught four full terms or more of approved work in the Practice School. Those of the second class have taught less than four terms, but at least three terms; those of the third class less than three terms, but at least two; and those of the fourth class less than two terms.

## SECOND CLASS.

ANDERSON, EMMA.  
 CAMPBELL, EVA L.  
 COLBY, LYDIA.  
 CORSON, MAUDE.  
 CROUCH, RACHEL.  
 DILLON, JESSIE M.  
 HENAUGHAN, MARY.  
 HUMPHREY, ANABEL.  
 KAISER, WILHELMINE.  
 McCREA, EDITH  
 MARKEE, ALMA.  
 PITTS, HENRIETTA.

ASHWORTH, ARTHUR E.  
 BAKER, GEORGE.  
 BOWMAN, CHARLES T.  
 EASTWOOD, BYRON E.  
 HESS, ARDIE D.  
 JOHNSON, JOHN T.  
 PFINGSTEN, GEORGE F.

PORTER, EVA A.  
 RILEY, MRS. MAGGIE P.  
 ROSE, BERNEICE.  
 SCOTT, SADIE.  
 SMITH, NANO P.  
 STEVENSON, BESSIE B.  
 STOWELL, GERTRUDE.  
 SULLIVAN, MARY.  
 THEIS, FLORA.  
 THOMPSON, KATIE A.  
 TRAVIS, CARRIE E.

RUDOLPH, HENRY M.  
 THAYER, WILLIAM.  
 THOMPSON, FRANCIS.  
 WAITS, H. E.  
 WOLF, ALBERT E.  
 YOUNG, NOAH A.

## THIRD CLASS.

ADAMS, ELLA.  
 ALTES, MARY.  
 BLAIR, NETTIE M.  
 CHICKEN, SADA R.  
 COWLES, BESSIE A.  
 DAWSON, OLIVE L.  
 DUNHAM, EVA M.  
 EDMUNDS, LUCY.  
 ELLIOTT, GEORGIA.  
 FALCONER, HATTIE J.  
 FARMER, RHODA.  
 FILE, NELLIE.  
 FINCHAM, NELLIE.  
 FRANK, MARGARET.  
 FOLEY, MINERVA V.  
 GASTMAN, MRS. CORA M JOHN-  
   STON.  
 HAMILTON, INA E.  
 HASBROUCK, MARY.  
 HIGGINS, MABEL A.  
 HILTS, EFFIE.

HITCHCOCK, ELIZABETH.  
 HUNTING, OLIVE.  
 JOHNSTON, J. WINIFRED.  
 KIMBALL, LURA C.  
 LA RUE, ORA.  
 LESEM, JOSEPHINE.  
 LONG, MRS. DORA B.  
 LOVE, MARY.  
 McCREA, IDA.  
 McKINNEY, BERNEICE.  
 McWHERTER, MARY.  
 MERRIAM, NELLIE D.  
 MILLER, LURA.  
 MOORE, HARRIET M. W.  
 MORSE, FANNIE EDNA.  
 NEUMAYER, LENA.  
 NEWHALL, MARY.  
 NIMMO, LIZZIE M.  
 NORWOOD, MAY.  
 OXLEY, MARY.  
 RAILSBACK, MRS. LILLIE.

RENO, CORA.  
RIGGS, MRS. LILLA D.  
ROBINSON, ADELINE.  
ROPP, THERESA.  
SCHICKLER, ROSA.  
SKILLIN, FLORENCE B.  
SMULL, LIZZIE E.  
TAYLOR, HELEN M.

TODD, FLORENCE.  
TRAVIS, ALIDA B.  
WASSON, FRANCES E.  
WHITE, DAISY P.  
WILSON, ESTELLE.  
WISE, ANNA.  
WRIGHT, EDNA MAY.

BORSCH, CHARLES J.  
CROCKER, WILLIAM.  
DAWSON, RUSSELL.  
GUNNELL, O. J.  
KERN, JOHN W.  
McDONALD, DALTON.  
McINTYRE, GEO. W.  
PALMER, GEORGE M.

PFEIFFER, FREDERICK.  
PRATT, LANSON H.  
PRICE, HOLLIS.  
READHEIMER, J. E.  
REECE, JOHN S.  
WILSON, GEORGE S.  
WILSON, JOHN T.

FOURTH CLASS.

ALBERTSON, SARAH.  
ANDREW, METTA.  
ANDREWS, MARGARET G.  
ARONSON, HILMA A.  
AUGUSTINE, ORA M.  
BABBS, MARY I.  
BAIRD, CLEMENTINE MAUD.  
BAIRD, MILDRED.  
BAIRD, TINA.  
BALDWIN, LETTA MAY.  
BARGER, HELEN M.  
BERRY, W. ELMA.  
BIEHL, CAROLINA W.  
BLAIR, EMILY.  
BOHRINGER, CORA L.  
BOSWORTH, MRS. ANNIE E.  
BOWMAN, FLORENCE M.  
BRACEY, ELIZABETH D.  
BRADLEY, CARRIE F.  
BURLINGAME, IDA M.  
BURNETT, LAURA.  
CALLAN, CATHERINE.  
CARPENTER, KATIE.  
CARPENTER, MARY EMMA.

CARTER, LUVICY.  
CHAMBERLAIN, LINNIE.  
COOK, LORENA.  
COOPER, NANCY B.  
CRONIN, ANNA.  
DANIELS, LUCRETIA, E.  
DARRAH, MRS. ANNIE.  
DOLPH, ALICE A.  
EMINGER, CORA MAY.  
FALCONER, EMMA.  
FINCH, HELEN C.  
FLESCHER, IDA L.  
FOSTER, KATHLEEN L.  
FRANKLIN, LOIS G.  
GILBERT, BLANCHE.  
GRASSMANN, ADELAIDE.  
GVILLO, MAY.  
HALL, ARA B.  
HAMEL, A. CECILIA.  
HANCE, MILLIE B. N.  
HANDLIN, ADAH C.  
HARPOLE, EMMA.  
HAWKES, JESSIE B.  
HESS, RUTHA B.



HITCHCOCK, MARY E.  
HOLDER, JESSIE.  
HOLLERING, TILLIE.  
HOLMES, EASTER M.  
HORNISH, LULU.  
HOWELL, MINNIE.  
HUSSEY, ANNA L.  
JACKSON, MAUDE.  
JOHNSON, BLANCHE.  
JOHNSTON, BERTHA H.  
JOHONNOT, KATHERINE.  
KEMPH, MARY.  
KINTZ, DAISY.  
KNOTT, ELIZABETH.  
KRAEGER, GRACE.  
KRAUSE, HETTIA.  
KREIS, IDA.  
KUMPF, ANNA C.  
LEE, EVA GRACE.  
LELAND, ELLA POND.  
LENTZ, MARY.  
LESSLEY, MAE.  
LOVERING, HATTIE H.  
LYONS, ROSE LOUISE.  
McCALL, ADA.  
McCORD, GRACE A.  
McKINNEY, MARGARET M.  
McNAUGHTON, MARTHA M.  
MARSH, JENNIE M.  
MARTIN, PEARL B.  
MAYBACH, EMMA S.  
MILLER, JESSIE W.  
MILLS, BERTHA.  
MILLS, FLORA.  
MITTEN, RUTH E.  
MONROE, GRACE.  
MONTAGUE, BLANCHE E.  
NEEDHAM, BESSIE.  
NEELY, MARY ETTA.  
NEU, ELIZABETH A.  
NICOLLS, ELLEN A.  
NIXON, ISIDORE A.  
PATTERSON, ELSIE.

PATTERSON, GERTRUDE.  
PATTERSON, LIDA McF.  
PATTERSON, MAUD.  
PEELER, LIZZIE, E.  
PORTER, ELIZA.  
PORTER, NELLIE.  
POTTER, EFFIE, X.  
PROTSMAN, PEARL E.  
RECORD, MAE E.  
REGENOLD, MABEL Z.  
REEDER, GRACE.  
RENICH, MARY.  
RICE, LENA H.  
RICKARDS, MARY.  
RILEY, MAUD.  
RYAN, CATHERINE.  
SALINE, EFFIE C.  
SCANLAN, LENA G.  
SCHEMPF, BERTHA.  
SCHNEIDER, MARY L.  
SEELEY, HELEN E.  
SEGUINE, NELLIE.  
SMITH, CORA D.  
SMITH, DAISY M.  
SMITH, KATE B.  
SMITH, MARGARET E.  
SMITH, LEILAH A.  
SNIDER, NELLIE M.  
SNYDER, NELLIE.  
STAPLETON, ALBERTA F.  
STAVES, BERTHA.  
STOVER, TELMA.  
STRONG, FRANCES.  
STUBBLEFIELD, EDITH E.  
SYLVESTER, FLORENCE.  
TAYLOR, VIRGINIA.  
TRIMBLE, MARY S.  
TROXEL, MABEL.  
VAIL, JENNIE.  
VEACH, LUELLA.  
VOORHEES, LUCIA I.  
WALLACE, CAROLINE L.  
WALLACE, MARGARET.

|                       |                       |
|-----------------------|-----------------------|
| WALLING, MRS. ANNA.   | WHIGAM, JEAN.         |
| WALSH, MAMIE G.       | WILLIAMS, ELSIE.      |
| WALZ, EMMA.           | WILMER, ANNA.         |
| WARNICK, ANNA A.      | WILSON, MAMIE EVA.    |
| WATSON, ALICE P.      | WILSON, MAY.          |
| WEBSTER, N. GRACE.    | WILSON, THEODORA.     |
| WENDLAND, ANNIE F.    | WORMLEY, BLANCHE.     |
| WHEELER, CORA.        | WORTH, CLEORA.        |
| WHEELER, MARY.        | YOUNG, GRACE H.       |
| BAKER, FRED A.        | MORRELL, JOHN F.      |
| BARGER, THOMAS M.     | MORTON, J. B.         |
| BENEDICT, WILLIAM A.  | MOULTON, GEORGE D.    |
| BENNETT, WILLIAM E.   | MYALL, CHARLES A.     |
| BOGGESE, ARTHUR M.    | MYERS, CHARLES O.     |
| BONNELL, CLARENCE.    | NAFFZIGER, SIMON EDW. |
| CARROLL, FRED E.      | NORTON, ARCHIE.       |
| CAVINS, STANLEY.      | PATTENGILL, IRA.      |
| COLEMAN, LYMAN H.     | PUFFER, WILFRED E.    |
| CONGER, CARY R.       | SOLOMON, GEORGE W.    |
| COOK, ISAAC.          | STEWART, FRANK.       |
| DEWHIRST, JOHN.       | STEWART, JOHN POQUE.  |
| EDMUNDS, HAROLD.      | STOKES, GEORGE C.     |
| FLENTJE, LEWIS E.     | TROXEL, CECIL W.      |
| GROSSCUP, LAWRENCE W. | URBAN, HARVEY B.      |
| HAWKES, WILLIAM.      | WAKELAND, CHARLES R.  |
| HIETT, A. B.          | WALTER, HENRY.        |
| HIMES, ROBERT P.      | WALTERS, HENRY.       |
| KEINER, FREDERICK W.  | WHETSEL, J. C.        |
| LINDSEY, WYLLARD B.   | WHITE, ALBERT E.      |
| LUKE, EDWARD.         | WILSON, ARTHUR McC.   |
| MADDEN, GEORGE B.     | WILSON, FRANK L.      |
| McGUFFIN, RALPH.      | WORRELL, JOSEPH CARL. |
| MILLER, HARRY E.      | WRIGHT, WILBUR H.     |
| MILLS, LEROY.         | WYND, ROBERT S.       |
| MINER, THOMAS D.      | YOUNG, JAMES W.       |
| MORGAN, ORA S.        |                       |

SUMMARY.

|                   | Men. | Women. | Total |
|-------------------|------|--------|-------|
| First class.....  | 17   | 43     | 60    |
| Second class..... | 13   | 23     | 36    |
| Third class.....  | 15   | 56     | 71    |
| Fourth class..... | 53   | 153    | 206   |
| Total.....        | 98   | 275    | 373   |

## Students.

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### Post-Graduate and Special.

| NAME3.                 | COUNTY.    | POSTOFFICE.  |
|------------------------|------------|--------------|
| Anderson, Emma Rachel  | (Iowa)     | Cedar Rapids |
| Barrett, Mabel Winslow | McLean,    | Normal       |
| Bohringer, Cora Louise | Whiteside, | Morrison     |
| Clark, Lulu            | St. Clair, | Belleville   |
| Dawson, Olive Leonora  | Boone,     | Belvidere    |
| Dillon, Jessie M.      | McLean,    | Normal       |
| Farmer, Hattie E.      | (Nebraska) | Kimball      |
| Gunsolus, Harriet      | Winnebago, | Rockford     |
| Maybach, Emma Louise   | (Ohio)     | Dundee       |
| Patterson, Lida McFall | Warren,    | Monmouth     |
| Rosenberry, Mrs. Flora | Macon,     | Decatur      |
| Wendland, Annie F.     | (Arkansas) | Helena       |
| Cowan, Alan DeWain     | Mason      | Easton       |
| Dillon, Alpheus        | McLean,    | Normal       |
| Wright, Wilbur Hoyt    | Iroquois,  | Watseka      |

### Senior Class.

|                          |             |               |
|--------------------------|-------------|---------------|
| Baker, Cora Ethel        | Shelby,     | Prairie Home  |
| Baker, Estelle Katherine | St. Clair,  | Belleville    |
| Bland, Harriet           | Shelby,     | Shelbyville   |
| Boyce, Eva Belle         | McLean,     | Bloomington   |
| Cooper, Mabel Anna       | Jo Daviess, | Hanover       |
| Darby, Gertrude          | Sangamon,   | Springfield   |
| Fairfield, Etta Melissa  | McLean,     | Normal        |
| Felton, Jessie           | *McLean,    | Bloomington   |
| Fenton, Grace            | Vermilion,  | Danville      |
| Fletcher, Mary           | Carroll,    | Milledgeville |
| Hall, Elizabeth Twining  | McLean,     | Downs         |

\*These names marked with a star are names of persons who have given their pledge of intention to teach and who are pursuing the regular Normal Course; but, by reason of residence in McLean county, or wishing to be free to teach in other states, or because not of legal age, they have not been admitted to the Normal School as state beneficiaries. They pay tuition as Model students, at the rate of \$32 a year.

| NAMES.                    | COUNTY.            | POSTOFFICE.           |
|---------------------------|--------------------|-----------------------|
| Lee, Emma Louise          | <i>Boone,</i>      | <i>Clinton (Wis.)</i> |
| Liggitt, Myrtle Margaret  | <i>Livingston</i>  | <i>Nevada</i>         |
| Lurton, Blanche           | <i>Jersey,</i>     | <i>Newbern</i>        |
| Michaelis, Edna Bell      | <i>Hancock,</i>    | <i>Plymouth</i>       |
| Mitchell, Anna T.         | <i>Sangamon,</i>   | <i>Springfield</i>    |
| Mize, Edith Belle         | <i>Madison,</i>    | <i>Manix</i>          |
| Moon, Eva Mary            | <i>Douglas,</i>    | <i>Tuscola</i>        |
| Patterson, Elsie          | <i>*McLean,</i>    | <i>Normal</i>         |
| Phillips, Alice Frances   | <i>Vermilion,</i>  | <i>Danville</i>       |
| Pike, Effie               | <i>Madison,</i>    | <i>St. Jacobs</i>     |
| Rhinesmith, Wilhelmine    | <i>Piatt,</i>      | <i>Bement</i>         |
| Schlatterer, Laura        | <i>De Kalb,</i>    | <i>Sycamore</i>       |
| Sikkema, Amelia Alice     | <i>St. Clair,</i>  | <i>Belleville</i>     |
| Simmons, Nora Mae         | <i>Hancock,</i>    | <i>Joetta</i>         |
| Stevenson, Bessie Bedell  | <i>*McLean,</i>    | <i>Bloomington</i>    |
| Washburn, Emma            | <i>*McLean,</i>    | <i>Bloomington</i>    |
| Carson, Franklin Benjamin | <i>Washington,</i> | <i>Richview</i>       |
| Hall, John Calvin         | <i>McLean,</i>     | <i>Downs</i>          |
| Harley, Joel Alva         | <i>Jo Daviess,</i> | <i>Galena</i>         |
| Hoff, George Stephen      | <i>Vermilion,</i>  | <i>Danville</i>       |
| Hunt, George Warren       | <i>Fulton,</i>     | <i>Ipava</i>          |
| Johnson, Riley Oren       | <i>Coles,</i>      | <i>Hindsboro</i>      |
| Patch, Fred Granville     | <i>Warren,</i>     | <i>Roseville</i>      |
| Perry, Benjamin           | <i>Ford,</i>       | <i>Melvin</i>         |
| Rishel, Warren Hale       | <i>Stephenson,</i> | <i>Lena</i>           |
| Thompson, Francis         | <i>Perry,</i>      | <i>Pinckneyville</i>  |
| Ullensvang, Martin Lewis  | <i>Lee,</i>        | <i>Steward</i>        |
| Welles, Winthrop Selden   | <i>Champaign,</i>  | <i>Penfield</i>       |

**Students Who Have Completed Two Years' Work or More.**

|                            |                   |                  |
|----------------------------|-------------------|------------------|
| Adams, Ella Sarah          | <i>Jefferson,</i> | <i>Opdyke</i>    |
| Aldrich, Blanche           | <i>McLean,</i>    | <i>Normal</i>    |
| Biehl, Carolena Wilhelmina | <i>Douglas,</i>   | <i>Camargo</i>   |
| Blair, M. Nette            | <i>Tazewell,</i>  | <i>Mackinaw</i>  |
| Broadhead, Annie Maple     | <i>Tazewell,</i>  | <i>Mackinaw</i>  |
| Campbell, Eva Lorena       | <i>Fulton,</i>    | <i>Lewistown</i> |
| Chicken, Sada Rosanna      | <i>Woodford,</i>  | <i>Secor</i>     |
| Cleveland, Lida            | <i>McLean,</i>    | <i>Normal</i>    |
| Colby, Lydia               | <i>Henry,</i>     | <i>Atkinson</i>  |
| Cooper, Annetta Belle      | <i>McLean,</i>    | <i>Normal</i>    |
| Corson, Maude              | <i>McLean,</i>    | <i>Normal</i>    |
| Cowles, Bessie Abiah       | <i>Kankakee,</i>  | <i>Kankakee</i>  |

| NAMES.                  | COUNTY.     | POSTOFFICE.   |
|-------------------------|-------------|---------------|
| Crouch, Rachel Pierson  | Henderson,  | Rosetta       |
| Edmunds, Lucy           | Grundy,     | Gardner       |
| Edwards, Carlisle Anne  | McLean,     | Normal        |
| Emery, Fannie           | Christian,  | Taylorville   |
| Fairfield, Grace        | McLean,     | Normal        |
| Fincham, Nellie         | McLean,     | Towanda       |
| Fleischer, Ida Lena     | McLean,     | Normal        |
| Flinn, Sarah Louvilla   | Christian,  | Pana          |
| Foley, Minerva Vian     | LaSalle,    | LaSalle       |
| Foster, Kathleen Lorena | McLean,     | Normal        |
| Hamblin, Mrs. Frank A.  | Knox,       | Galesburg     |
| Hilts, Effie            | McLean,     | Towanda       |
| Himes, Etta Abigail     | McLean,     | Normal        |
| Hitchcock, Elizabeth    | McLean,     | Normal        |
| Hitchcock, Mary Ella    | McLean,     | Normal        |
| Humphrey, Anabel        | McLean,     | Towanda       |
| Hunting, Olive          | McLean,     | Normal        |
| Kaiser, Wilhelmine      | Piatt,      | Atwood        |
| Kerns, Carrie           | Iroquois,   | Onarga        |
| King, Anna T.           | Richland,   | Olney         |
| Knott, Elizabeth        | *McLean,    | Normal        |
| Lentz, Mary             | Stephenson, | Freeport      |
| Love, Mary Jean         | Ogle,       | Byron         |
| Lange, Otilie Meta      | McLean,     | Bloomington   |
| McWherter, May Edith    | Bond,       | Sorento       |
| Monroe, Grace Adela     | McLean,     | Leroy         |
| Morse, Fannie Edna      | Lake,       | Gilmer        |
| Moulton, Julia          | Kendall,    | Pavilion      |
| Nimmo, Lizzie Maude     | Livingston, | Fairbury      |
| Pitts, Henrietta Betsey | *McLean,    | Bloomington   |
| Porter, Eva Amanda      | LaSalle,    | Streator      |
| Riggs, Mrs. Lilla Delle | *McLean,    | Bloomington   |
| Ross, Silva             | Macon,      | Argenta       |
| Scott, Sarah Rachel     | Ogle,       | Elida         |
| Smith, Lucretia Mott    | Putnam,     | Mt. Palatine  |
| Smith, Nano Pearl       | Ogle,       | Creston       |
| Smull, Lizzie Eleanor   | Macon,      | Macon         |
| Snell, Clara May        | Carroll,    | Milledgeville |
| Sullivan, Mary Ellen    | McLean,     | Bloomington   |
| Taylor, Helen Mary      | McLean,     | Bloomington   |
| Thompson, Katie Alice   | Jo Daviess, | Apple River   |
| Travis, Alida Belle     | Shelby,     | Prarie Home   |



| NAMES.                      | COUNTY.           | POSTOFFICE.           |
|-----------------------------|-------------------|-----------------------|
| Travis, Carrie Estella      | <i>Shelby,</i>    | <i>Prairie Home</i>   |
| Watson, Alice Perle         | <i>Pike,</i>      | <i>Griggsville</i>    |
| Williams, Julia             | <i>(Missouri)</i> | <i>Hannibal</i>       |
| Wilmer, Anna Elizabeth      | <i>Shelby,</i>    | <i>Oconee</i>         |
| Allen, Charles Henry        | <i>Shelby,</i>    | <i>Oconee</i>         |
| Allen, Walter Harry         | <i>*McLean,</i>   | <i>Bloomington</i>    |
| Ashworth, Arthur Elmer      | <i>Coles,</i>     | <i>Mattoon</i>        |
| Baker, George Lee           | <i>Pope,</i>      | <i>Golconda</i>       |
| Bowman, Charles Thomas      | <i>Shelby,</i>    | <i>Lakewood</i>       |
| Bright, Bruce               | <i>*McLean,</i>   | <i>Normal</i>         |
| Burtis, Clyde Lewis         | <i>*McLean,</i>   | <i>Hudson</i>         |
| Clark, Samuel C.            | <i>Edgar,</i>     | <i>Chrisman</i>       |
| Coleman, Lyman H.           | <i>DeKalb,</i>    | <i>Sandwich</i>       |
| Covey, Hyatt Elmer          | <i>*McLean,</i>   | <i>Bloomington</i>    |
| Cowles, Robert Andrew       | <i>*McLean,</i>   | <i>Bloomington</i>    |
| Crocker, William            | <i>Macon,</i>     | <i>Blue Mound</i>     |
| Dawson, Russel              | <i>Woodford,</i>  | <i>El Paso</i>        |
| Eastwood, Byron Evans       | <i>Lee,</i>       | <i>Franklin Grove</i> |
| Echols, Chester Madison     | <i>Hamilton,</i>  | <i>McLeansboro</i>    |
| Edmunds, Harold             | <i>Grundy,</i>    | <i>Gardner</i>        |
| Elliott, Charles Herbert    | <i>St. Clair,</i> | <i>Belleville</i>     |
| Gunnell, Orville James      | <i>*McLean,</i>   | <i>Normal</i>         |
| Johnson, John Thomas        | <i>Perry,</i>     | <i>DuQuoin</i>        |
| Johnston, Milford L.        | <i>*McLean,</i>   | <i>Bloomington</i>    |
| Kern, John Winfred          | <i>Moultrie,</i>  | <i>Guys</i>           |
| McIntyre, George Washington | <i>Tazewell,</i>  | <i>Tremont</i>        |
| McKinney, John R.           | <i>Christian,</i> | <i>Assumption</i>     |
| McMurry, Karl Franklin      | <i>McLean,</i>    | <i>Normal</i>         |
| Marquis, Chester Dubois     | <i>*McLean,</i>   | <i>Bloomington</i>    |
| Martin, William Woodrow     | <i>Tazewell,</i>  | <i>Green Valley</i>   |
| Mize, Addison Roy           | <i>Madison,</i>   | <i>Manix</i>          |
| Moulton, George Dykeman     | <i>Kendall,</i>   | <i>Pavilion</i>       |
| Pike, Walter Franklin       | <i>Madison,</i>   | <i>St. Jacobs</i>     |
| Pratt, Lanson Henry         | <i>Tazewell,</i>  | <i>Delavan</i>        |
| Pricer, John Lossen         | <i>Vermilion,</i> | <i>Muncie</i>         |
| Pattingill, Ira             | <i>Shelby,</i>    | <i>Oconee</i>         |
| Pfingsten, George Frederick | <i>St. Clair,</i> | <i>Millstadt</i>      |
| Rudolph, Henry Madison      | <i>Champaign,</i> | <i>Ludlow</i>         |
| Stevenson, Ralph Ewing      | <i>*McLean,</i>   | <i>Bloomington</i>    |
| Stewart, Frank              | <i>Crawford,</i>  | <i>Oblong</i>         |
| Stewart, John Pogue         | <i>Henderson,</i> | <i>Biggsville</i>     |
| Stokes, George Curran       | <i>Kankakee,</i>  | <i>Kankakee</i>       |

| NAMES.                 | COUNTY.           | POSTOFFICE.      |
|------------------------|-------------------|------------------|
| Thayer, William John   | <i>Ford,</i>      | <i>Sibley</i>    |
| Waits, Harmon Bert     | <i>Perry,</i>     | <i>Tamaroa</i>   |
| Wilson, George Shirley | <i>Putnam,</i>    | <i>Magnolia</i>  |
| Wilson, John Thomas    | <i>Piatt,</i>     | <i>Deland</i>    |
| Wolfe, Albert Benedict | <i>Bureau,</i>    | <i>Arlington</i> |
| Young, Noah A.         | <i>Vermilion,</i> | <i>Bismark</i>   |

**Students Who Have Completed One Year's Work or More, But  
Not Two Years.**

|                                |                   |                      |
|--------------------------------|-------------------|----------------------|
| Adams, Harriet Elizabeth       | <i>Hancock,</i>   | <i>Bowen</i>         |
| Altes, Mary                    | <i>McLean,</i>    | <i>Bloomington</i>   |
| Aronson, Hilma Augusta         | <i>Mercer,</i>    | <i>Aledo</i>         |
| Babbs, Mary Irene              | <i>Coles,</i>     | <i>Fair Grange</i>   |
| Baird, Clementina Maude        | <i>McLean,</i>    | <i>Bloomington</i>   |
| Barber, Cora                   | <i>Carroll,</i>   | <i>Milledgeville</i> |
| Barth, Mary Elizabeth          | <i>Stark,</i>     | <i>Wyoming</i>       |
| Beam, Grace Elva               | <i>Warren,</i>    | <i>Roseville</i>     |
| Berry, Willis Elma             | <i>Pike,</i>      | <i>Pleasant Hill</i> |
| Birckett, Bessie Bird Ellen    | <i>Wayne,</i>     | <i>Marion</i>        |
| Blair, Emily                   | <i>Tazewell,</i>  | <i>Delavan</i>       |
| Blakley, Jessie Isabelle       | <i>Mercer,</i>    | <i>Preemption</i>    |
| Bosworth, Mrs. Annie Elizabeth | <i>Cook,</i>      | <i>Evanston</i>      |
| Bowman, Florence Margaret      | <i>McHenry,</i>   | <i>Harvard</i>       |
| Bracey, Elizabeth M.           | <i>Woodford,</i>  | <i>Low Point</i>     |
| Bright, Bernice Alena          | <i>*McLean,</i>   | <i>Normal</i>        |
| Burlingame, Ida May            | <i>Tazewell,</i>  | <i>Delavan</i>       |
| Burnett, Laura May             | <i>Champaign,</i> | <i>Villa Grove</i>   |
| Callan Catharine               | <i>Kane,</i>      | <i>Aurora</i>        |
| Campbell, Martha P.            | <i>*Fulton,</i>   | <i>Lewistown</i>     |
| Carpenter, Charlotte Evaline   | <i>Lee,</i>       | <i>Dixon</i>         |
| Carpenter, Mary Emma           | <i>Lee,</i>       | <i>Dixon</i>         |
| Carter, Luvicy Elizabeth       | <i>Madison,</i>   | <i>Collinsville</i>  |
| Clancey, Nellie Gertrude       | <i>McLean,</i>    | <i>Bloomington</i>   |
| Clark, Caroline Irving         | <i>(Arkansas)</i> | <i>Helena</i>        |
| Cook, Carrie Estella           | <i>McLean,</i>    | <i>Danvers</i>       |
| Cook, Lorena                   | <i>Fulton,</i>    | <i>Fairview</i>      |
| Coriell, Ada                   | <i>McLean,</i>    | <i>Normal</i>        |
| Cox, Theresa Rebekah           | <i>LaSalle,</i>   | <i>Peru</i>          |
| Cronin, Anna                   | <i>Christian,</i> | <i>Assumption</i>    |
| Daniel, Ozello Harriet         | <i>St. Clair,</i> | <i>Belleville</i>    |
| Davenport, Bertha Lea          | <i>Will,</i>      | <i>Joliet</i>        |
| Davenport, Lulu Lea            | <i>Will,</i>      | <i>Joliet</i>        |

| NAMES.                        | COUNTY.             | POSTOFFICE.          |
|-------------------------------|---------------------|----------------------|
| Dillon, Mertie May            | <i>McLean,</i>      | <i>Normal</i>        |
| Dolph, Alice Amelia           | <i>Kendall,</i>     | <i>Plano</i>         |
| Dunham, Eva Myrtle            | <i>Macon,</i>       | <i>Decatur</i>       |
| Edmunds, Elma Ruth            | <i>Grundy,</i>      | <i>Gardner</i>       |
| Elliott, Georgia              | <i>Macon,</i>       | <i>Decatur</i>       |
| Falconer, Emma Victoria       | <i>Macon,</i>       | <i>Decatur</i>       |
| Falconer, Hattie Josephine    | <i>Macon,</i>       | <i>Decatur</i>       |
| Farmer, Rhoda Saletha         | <i>Marion,</i>      | <i>Patoka</i>        |
| File, Nellie                  | <i>Macon,</i>       | <i>Decatur</i>       |
| Fisher, Mary Elizabeth        | <i>Piatt,</i>       | <i>Bement</i>        |
| Frank, Margaret Julia         | <i>Whiteside,</i>   | <i>Sterling</i>      |
| Franklin, Lois Gertrude       | <i>Livingston,</i>  | <i>Dwight</i>        |
| Garwood, Anna                 | <i>Fulton,</i>      | <i>Ipava</i>         |
| Gastman, Mrs. Cora M. Johnson | <i>McLean,</i>      | <i>Hudson</i>        |
| Grassman, Addie               | <i>St. Clair,</i>   | <i>Belleville</i>    |
| Gray, Jessie Fenton           | <i>Mason,</i>       | <i>Havana</i>        |
| Gvillo, May                   | <i>Madison,</i>     | <i>Fosterburgh</i>   |
| Hallock, Minnie Juliana       | <i>Stark,</i>       | <i>Osceola</i>       |
| Hamel, Adeline Cecelia        | <i>LaSalle,</i>     | <i>LaSalle</i>       |
| Hamilton, Ina Estelle         | <i>McLean,</i>      | <i>Bloomington</i>   |
| Harpole, Emma                 | <i>White,</i>       | <i>Carmi</i>         |
| Hasbrouck, Mary               | <i>Eggingham,</i>   | <i>Eggingham</i>     |
| Hawkes, Jessie Belle          | <i>Kane,</i>        | <i>Aurora</i>        |
| Hazen, Minnie Amy             | <i>Woodford,</i>    | <i>El Paso</i>       |
| Henaughan, Mary Ellen         | <i>Richland,</i>    | <i>Obuey</i>         |
| Henaughan, Nora               | <i>Richland,</i>    | <i>Obuey</i>         |
| Higgins, Mabel, Acqua         | <i>Kane,</i>        | <i>Elgin</i>         |
| Hiltabrand, Jennie Elizabeth  | <i>LaSalle,</i>     | <i>Lostant</i>       |
| Holder, Jessie M.             | <i>McLean,</i>      | <i>Normal</i>        |
| Hollering, Tillie             | <i>Kane,</i>        | <i>Aurora</i>        |
| Hornish, Lulu Elizabeth       | <i>Tazewell,</i>    | <i>Washington</i>    |
| Howell, Minnie                | <i>Schuyler,</i>    | <i>Rushville</i>     |
| Hummel, Ida Rose              | <i>Ford,</i>        | <i>Roberts</i>       |
| Hummel, Sarah Matilda         | <i>Ford,</i>        | <i>Roberts</i>       |
| Hunt, Fannie Fern Emily       | <i>Jo Daviess,</i>  | <i>Hanover</i>       |
| Hussey, Anna Laura            | <i>Sangamon,</i>    | <i>Williamsville</i> |
| Ingels, Lou Carrie            | <i>Cook,</i>        | <i>Chicago</i>       |
| Irwin, Clara May              | <i>Logan,</i>       | <i>Beason</i>        |
| Jackson, Maude                | <i>Peoria,</i>      | <i>Brimfield</i>     |
| Jacob, Mrs. Ella Leone        | <i>(Washington)</i> | <i>Pioneer</i>       |
| Johnston, Bertha Helen        | <i>Macon,</i>       | <i>Latham</i>        |
| Johnston, Elizabeth Jane      | <i>Sangamon,</i>    | <i>Illioplis</i>     |

| NAMES.                     | COUNTY.      | POSTOFFICE.    |
|----------------------------|--------------|----------------|
| Johnston, Julia Winifred   | Kane,        | St. Charles    |
| Kemph, Mary                | Will,        | Alpine Heights |
| Kent, Bessie Grace         | McLean,      | Gridley        |
| Kerr, Fannie               | Vermilion,   | Rossville      |
| Kimball, Laura Caldwell    | Kane,        | Elgin          |
| Kintz, Daisy Maude         | *McLean,     | Bloomington    |
| Krafft, Ella Elsie         | St. Clair,   | Belleville     |
| Kreis, Ida                 | McLean,      | Bloomington    |
| Lane, Gilberttena          | Ogle,        | Rochelle       |
| La Rue, Ora                | Coles,       | Etna           |
| Lee, Eva Grace             | La Salle,    | Triumph        |
| Leischner, Sallie Olive    | Piatt,       | De Land        |
| Leland, Ella Pond          | Carroll,     | Lanark         |
| Lesem, Josephine           | Adams,       | Quincy         |
| Long, Mrs. Dora Besley     | McHenry,     | West McHenry   |
| Lovering, Harriet Moulton  | Christian,   | Assumption     |
| Lynch, Elizabeth           | *(Iowa)      | Bedford        |
| Lyons, Mamie               | *McLean,     | Bloomington    |
| Lyons, Rosa Louise         | Kane,        | Aurora         |
| McCall, Ada Victoria       | Johnson,     | Vienna         |
| McCord, Grace Amanda       | Putnam,      | Granville      |
| McCrea, Edith Burlingame   | Ogle,        | Creston        |
| McCrea, Ida Harkness       | Ogle,        | Creston        |
| McIntyre, Mary Evalin      | Warren,      | Kirkwood       |
| McKinney, Bernice          | Christian,   | Assumption     |
| McKinney, Margaret Mildred | Christian,   | Assumption     |
| McLeod, Florence           | La Salle,    | Mendota        |
| McNamara, Mary             | Whiteside,   | Prophetstown   |
| McReynolds, Dora           | Moultrie,    | Bethany        |
| Markee, Alma Eugenia       | Bureau,      | Neponset       |
| Marshall, Jessie Wilson,   | Hamilton,    | McLeansboro    |
| Martin, Pearl Buckman      | Cook,        | Harvey         |
| Merker, Susie              | Macon,       | Emery          |
| Merriam, Nellie Emily      | Logan,       | Atlanta        |
| Miller, Jessie Winifred    | LaSalle,     | Mendota        |
| Miller, Lura May           | Cumberland,  | Toledo         |
| Mills, Bertha Evelyn       | Putnam,      | Clear Creek    |
| Mills, Edna Gertrude       | Putnam,      | Clear Creek    |
| Mills, Ida Estella         | Putnam,      | Mt. Palatine   |
| Mitten, Ruth Emma          | LaSalle,     | Troy Grove     |
| Montgomery, Ella Park,     | Rock Island, | Reynolds       |
| Moore, Harriet May Wilson  | Kane,        | Elgin          |

| NAMES.                    | COUNTY.            | POSTOFFICE.             |
|---------------------------|--------------------|-------------------------|
| Morgan, Mattie            | <i>Shelby,</i>     | <i>Oconee</i>           |
| Morris, Daisy Alice       | <i>* McLean,</i>   | <i>Leroy</i>            |
| Morse, Helen Sophronia    | <i>* Gallatin,</i> | <i>Shawneetown</i>      |
| Morse, Zoa Bertha         | <i>Lake,</i>       | <i>Gilmer</i>           |
| Neu, Elizabeth Augusta,   | <i>Christian,</i>  | <i>Pana</i>             |
| Neumayer, Lena            | <i>Kane,</i>       | <i>Aurora</i>           |
| Newhall, Mary Susan,      | <i>Kane,</i>       | <i>Aurora</i>           |
| Nicolls, Ellen Adelma     | <i>Cumberland,</i> | <i>Toledo</i>           |
| Nixon, Isidore Alice      | <i>De Witt,</i>    | <i>Clinton</i>          |
| Norwood, May              | <i>Peoria,</i>     | <i>Harker's Corners</i> |
| Obenshain, Dorothy        | <i>McLean,</i>     | <i>Bloomington</i>      |
| Oxley, Mary Delima        | <i>Marion,</i>     | <i>Centralia</i>        |
| Parkinson, Mae E.         | <i>Marshall,</i>   | <i>Wenona</i>           |
| Patterson, Maude Elma     | <i>Pike,</i>       | <i>Pearl</i>            |
| Peeler, Lizzie E.         | <i>* McLean,</i>   | <i>Normal</i>           |
| Porter Eliza Wolfe,       | <i>* McLean,</i>   | <i>Bloomington</i>      |
| Porter, Nellie            | <i>McLean,</i>     | <i>Bloomington</i>      |
| Potter, Effie Ximena      | <i>Winnebago,</i>  | <i>Rockford</i>         |
| Price, Grace Eva          | <i>Putnam,</i>     | <i>Mt. Palatine</i>     |
| Quigg, Etta Grace         | <i>Tazewell,</i>   | <i>Minier</i>           |
| Railsback, Mrs. Lillie    | <i>McLean,</i>     | <i>Normal</i>           |
| Record, Mae Emerson,      | <i>Coles,</i>      | <i>Charleston</i>       |
| Reeder, Grace             | <i>McLean,</i>     | <i>Normal</i>           |
| Regenold, Mabel Zoe       | <i>Putnam,</i>     | <i>Florid</i>           |
| Renich, Mary Emma         | <i>McHenry,</i>    | <i>Woodstock</i>        |
| Reno, Cora Lorena         | <i>Hancock,</i>    | <i>Augusta</i>          |
| Renshaw, Jennie           | <i>Fulton,</i>     | <i>Table Grove</i>      |
| Rice, Lena Henrietta      | <i>* McLean,</i>   | <i>Bloomington</i>      |
| Rickards, Mary Amelia     | <i>Marion,</i>     | <i>Centralia</i>        |
| Riley, Mrs. Maggie P.     | <i>McLean,</i>     | <i>Normal</i>           |
| Riley, Maude Emmarilla    | <i>Kane,</i>       | <i>Aurora</i>           |
| Robinson, Adaline Brown   | <i>Kane,</i>       | <i>Elgin</i>            |
| Rodgers, Clara Mabel      | <i>Sangamon,</i>   | <i>Riverton</i>         |
| Ropp, Theresa             | <i>Cook,</i>       | <i>Irving Park</i>      |
| Rose, Berneice Evangeline | <i>Whiteside,</i>  | <i>Prophetstown</i>     |
| Saline, Effie Cecelia     | <i>LaSalle,</i>    | <i>Mendota</i>          |
| Scanlan, Lena Gertrude    | <i>McLean,</i>     | <i>Bloomington</i>      |
| Schempp, Bertha           | <i>LaSalle,</i>    | <i>Troy Grove</i>       |
| Schickler, Rose Mathilda  | <i>Kane,</i>       | <i>Aurora</i>           |
| Schneider, Mary Lizzie    | <i>Kane,</i>       | <i>Elburn</i>           |
| Seeley, Helen Edna        | <i>Schaugler,</i>  | <i>Littleton</i>        |
| Seguine, Nellie           | <i>Bureau,</i>     | <i>Buda</i>             |



| NAMES.                       | COUNTY.     | POSTOFFICE.     |
|------------------------------|-------------|-----------------|
| Simmons, Margaret Miranda    | Hancock,    | Fountain Green  |
| Sitherwood, Grace            | *McLean,    | Bloomington     |
| Skillin, Florence Bessie     | Cook,       | Oak Park        |
| Smith, Cora Dean             | Moultrie,   | Lake City       |
| Smith, Leilah Augusta        | Macon,      | Maroa           |
| Snyder, Nellie Elise         | LaSalle,    | Peru            |
| Stapleton, Alberta Flora     | Christian,  | Assumption      |
| Stover, Zelma Etta           | Schuyler,   | Rushville       |
| Stowell, Gertrude Maria      | McLean,     | Bloomington     |
| Strong, Frances              | Warren,     | Roseville       |
| Taliaferro, Sallie Mac       | Warren,     | Roseville       |
| Theis, Flora                 | McLean,     | Bloomington     |
| Todd, Florence Louise        | Kane,       | Aurora          |
| Trimble, Clara E.            | Tazewell,   | Tremont         |
| Trimble, Mary Lillian        | Tazewell,   | Tremont         |
| Unangst, Mabel Alicia        | Stephenson, | Cockrell        |
| Vail, Fannie Jane            | Henry,      | Geneseo         |
| Van Horn, Margaret           | Tazewell,   | Pekin           |
| Veach, Luella                | Hancock,    | Bentley         |
| Voorhees, Lucia Isabella     | Stark,      | Wyoming         |
| Wahl, Nettie May             | Whiteside,  | Sterling        |
| Wallace, Caroline Louise     | Madison,    | Alton           |
| Walling, Mrs. Annie Senteney | Douglas,    | Arcola          |
| Wasson, Frances Ella         | Edgar,      | Logan           |
| Webster, Nellie Grace        | Iroquois,   | Woodland        |
| Wells, Mary Johnston         | Macon,      | Elwin           |
| Wheeler, Cora Blanche        | Pike,       | Milton          |
| Whigam, Jean Gertrude        | Lake,       | Aptakisic       |
| White, Daisy Paota           | Ogle,       | Stillman Valley |
| White, Millie Esther         | Coles,      | Charleston      |
| Wilkerson, Anna Agnes        | Woodford,   | Secor           |
| Williams, Elsie              | Douglas,    | Tuscola         |
| Williams, Mary Bradford      | Kendall,    | Yorkville       |
| Wilson, Estelle May          | Woodford,   | Secor           |
| Wilson, May Annetta          | Shelby,     | Shelbyville     |
| Wise, Anna                   | Will,       | Joliet          |
| Wormley, Blanche             | De Kalb,    | Shabbona        |
| Wright, Edna May             | Iroquois,   | Watseka         |
| Young, Grace Harriet         | Montgomery, | Hillsboro       |
| Barger, Thomas M.            | McLean,     | Normal          |
| Beam, Walter Henry           | Warren,     | Roseville       |
| Benedict, William Alfred     | Kankakee,   | Waldron         |

| NAMES.                        | COUNTY.              | POSTOFFICE.         |
|-------------------------------|----------------------|---------------------|
| Bloomer, James Ward           | <i>Mercer,</i>       | <i>Keithsburg</i>   |
| Bogges, Arthur                | <i>Vermilion,</i>    | <i>Cullin</i>       |
| Borsch, Charles Joseph,       | <i>Vermilion,</i>    | <i>Rankin</i>       |
| Burtis, Guy Seaman            | <i>*McLean,</i>      | <i>Hudson</i>       |
| Carroll, Fred Ellis           | <i>Ford</i>          | <i>Melvin</i>       |
| Cassaday, William Henry       | <i>Coles,</i>        | <i>Campbell</i>     |
| Cavins, Stanley Thomas        | <i>Coles,</i>        | <i>Mattoon</i>      |
| Cavins, William Ferguson      | <i>Coles,</i>        | <i>Mattoon</i>      |
| Conard, James Stiles          | <i>Piatt,</i>        | <i>Monticello</i>   |
| Conger, Cary Roy              | <i>Ford,</i>         | <i>Gibson City</i>  |
| Crowl, Emery Augustus         | <i>Shelby,</i>       | <i>Findlay</i>      |
| Dewhirst, John Mark           | <i>Clay,</i>         | <i>Passport</i>     |
| Dewhirst, Solomon Homer       | <i>Clay,</i>         | <i>Passport</i>     |
| Dillon, Roy Adelbert          | <i>Mason,</i>        | <i>San Jose</i>     |
| Dutcher, Stephen Albert       | <i>Pike,</i>         | <i>New Canton</i>   |
| Fairchild, James Albert Leroy | <i>Edgar,</i>        | <i>Warrenton</i>    |
| Flentje, Lewis Edwin          | <i>Macoupin,</i>     | <i>Palmyra</i>      |
| Gott, Charles                 | <i>Piatt,</i>        | <i>LaPlace</i>      |
| Grosscup, Lawrence Wilson     | <i>Marshall,</i>     | <i>Wenona</i>       |
| Hall, Charles Elwood          | <i>Douglas,</i>      | <i>Camargo</i>      |
| Hawkes, William               | <i>Henry,</i>        | <i>Kewanee</i>      |
| Hayes, Frank Crawford         | <i>Schuylcr,</i>     | <i>Camden</i>       |
| Hess, Ardie Durward           | <i>Pike,</i>         | <i>Pearl</i>        |
| Hiett, Asa Burnett            | <i>Tazewell,</i>     | <i>Pekin</i>        |
| Hilyard, Horace Mann          | <i>Monroe,</i>       | <i>Waterloo</i>     |
| Himes, Robert Pollock         | <i>*McLean,</i>      | <i>Normal</i>       |
| Houglund, Walter              | <i>Coles,</i>        | <i>Cook's Mills</i> |
| Hummel, Adam Albert           | <i>Ford,</i>         | <i>Roberts</i>      |
| Jackson, Charles Barrett      | <i>Vermilion,</i>    | <i>Danville</i>     |
| Jacob, William James          | <i>(Washington),</i> | <i>Pioneer</i>      |
| Keiner, Frederick William     | <i>Clinton,</i>      | <i>New Memphis</i>  |
| King, Charles Roy             | <i>Macon,</i>        | <i>Elwin</i>        |
| Klaas, Louis Henry            | <i>DeKalb,</i>       | <i>Hinckley</i>     |
| Kofoid, Reuben Nelson         | <i>*McLean,</i>      | <i>Normal</i>       |
| Liggitt, Richard Clayton      | <i>Livingston,</i>   | <i>Nevada</i>       |
| Luke, Edward                  | <i>Vermilion,</i>    | <i>Danville</i>     |
| McCormick, Henry Goodrich     | <i>McLean,</i>       | <i>Normal</i>       |
| McDonald, Dalton              | <i>Vermilion,</i>    | <i>Potomac</i>      |
| McGuffin, Ralph Dudley        | <i>Lake,</i>         | <i>Libertyville</i> |
| Madden, George Bowman         | <i>McLean,</i>       | <i>Normal</i>       |
| Miller, Harry Eugene          | <i>Warren,</i>       | <i>Monmouth</i>     |
| Mills, Leroy Addison          | <i>Putman,</i>       | <i>Mt. Palatine</i> |

| NAMES.                     | COUNTY.      | POSTOFFICE.     |
|----------------------------|--------------|-----------------|
| Miner, Thomas Daniel       | Shelby,      | Quigley         |
| Morgan, Ora Sherman        | Kane,        | Hampshire       |
| Morrell, John Finley       | Pike,        | Perry           |
| Morrissey, Martin          | Tazewell,    | Hopedale        |
| Myall, Charles Arthur      | Cook,        | Oak Park        |
| Myers, Charles Oscar       | Tazewell,    | Tazewell        |
| Naffziger, Simon Edward    | Tazewell,    | Minier          |
| Ness, Henry                | De Kalb,     | Shabbona        |
| Norton, Archie Carlisle    | Fulton,      | Farmington      |
| Palmer, George Merit       | Kane,        | Aurora          |
| Patterson, Frank           | McLean,      | McLean          |
| Peasley, William K.        | *McLean,     | Bloomington     |
| Pfeiffer, Frederick        | *(Missouri)  | St. Louis       |
| Price, Hollis Hubert       | Shelby,      | Shelbyville     |
| Puffer, Wilfred Edward     | Livingston,  | Odell           |
| Readhimer, Jerome Edward   | *(Louisiana) | Saline          |
| Reece, John S.             | Woodford,    | Cruger          |
| Robison, Oliver Newton     | Moultrie,    | Windsor         |
| Smith, C. Henry            | Woodford,    | Metamora        |
| Solomon, George Washington | Macoupin,    | Palmyra         |
| Stewart, William           | *McLean,     | Normal          |
| Taylor, Samuel Martin      | *McLean,     | Bloomington     |
| Troxel, Cecil Warren       | *McLean,     | Normal          |
| Urban, Harvey Benjamin     | McLean,      | Gibson City     |
| Wakeland, Charles Richard  | Pulaski,     | New Grand Chain |
| Walter, Henry              | Pope,        | Golconda        |
| Walters, Arthur E.         | Whiteside,   | Coleta          |
| Whetsel, Joseph Clarence   | Woodford,    | Secor           |
| White, Albert E.           | Livingston,  | Blackstone      |
| Wilson, Arthur McCandless  | Rock Island, | Rural           |
| Wilson, Frank Lester       | McLean,      | Bloomington     |
| Wilson, Harry Scott        | Rock Island, | Rural           |
| Worrell, Joseph Carl       | Hancock,     | Chili           |
| Wynd, Robert Smith         | Tazewell,    | Hopedale        |
| Yelch, George Henry        | Richland,    | Olney           |
| Young, James William       | Vermilion,   | Bismark         |

### Students Who Have Completed Less Than One Year's Work.

|                       |            |          |
|-----------------------|------------|----------|
| Adee, Mary Leota      | Winnebago, | Rockford |
| Albertson, Sarah      | Marshall,  | Henry    |
| Anderson, Elsie Grace | Macon,     | Maroa    |
| Anderson, Lola Belle  | Macon,     | Maroa    |

| NAMES.                    | COUNTY.             | POSTOFFICE           |
|---------------------------|---------------------|----------------------|
| Andrew, Metta             | <i>Piatt,</i>       | <i>Monticello</i>    |
| Andrews, Margaret G.      | <i>Knox,</i>        | <i>Altona</i>        |
| Augustine, Ora May        | <i>McLean,</i>      | <i>Normal</i>        |
| Bader, Blanche            | <i>Schuyler,</i>    | <i>Baders</i>        |
| Bader, Grace              | <i>Schuyler,</i>    | <i>Baders</i>        |
| Baird, Mildred Eliza      | <i>*McLean,</i>     | <i>Bloomington</i>   |
| Baldwin, Gertrude         | <i>Fulton,</i>      | <i>Ipava</i>         |
| Baldwin, Letta May        | <i>McLean,</i>      | <i>Bloomington</i>   |
| Barger, Helen Merenda     | <i>*McLean,</i>     | <i>Normal</i>        |
| Barthel, Dorothea Emma    | <i>Carroll,</i>     | <i>Milledgeville</i> |
| Beal, Sadie               | <i>Rock Island,</i> | <i>Joslyn</i>        |
| Bear, Etta Myrtle         | <i>Macon,</i>       | <i>Bearsdale</i>     |
| Bear, Jennie Rees,        | <i>Hancock,</i>     | <i>Joetta</i>        |
| Bedinger, Letitia         | <i>*McLean,</i>     | <i>Normal</i>        |
| Bedinger, Nellie          | <i>*McLean,</i>     | <i>Normal</i>        |
| Biehl, Gertrude Augusta   | <i>Douglas,</i>     | <i>Camargo</i>       |
| Bogenreif, Gertrude Marie | <i>Stephenson,</i>  | <i>Pearl City</i>    |
| Boling, Sarah M.          | <i>Tazewell,</i>    | <i>Pekin</i>         |
| Bosworth, Helen Florence  | <i>Cook,</i>        | <i>Evanston</i>      |
| Bosworth, Lucy Adelia     | <i>Cook,</i>        | <i>Evanston</i>      |
| Boyd, Myrtle May          | <i>Woodford,</i>    | <i>Panola</i>        |
| Boynton, Elmyra Ida       | <i>McDough,</i>     | <i>Prairie City</i>  |
| Bradley, Carrie Florence  | <i>*McLean,</i>     | <i>Bloomington</i>   |
| Bricker, Eddeth Pearl     | <i>McLean,</i>      | <i>Bloomington</i>   |
| Briggs, Fleta Agatha      | <i>Tazewell,</i>    | <i>Minier</i>        |
| Burtis, Pearl Edna        | <i>*McLean,</i>     | <i>Hudson</i>        |
| Calhoun, Florence Katie   | <i>*McLean,</i>     | <i>Bloomington</i>   |
| Campbell, Kate Belle      | <i>Cook,</i>        | <i>Chicago</i>       |
| Catron, Mary Della        | <i>Fulton,</i>      | <i>Ipava</i>         |
| Chamberlain, Linnie       | <i>Whiteside,</i>   | <i>Erie</i>          |
| Chapman, Della Virginia   | <i>Woodford,</i>    | <i>El Paso</i>       |
| Cleary, Minnie            | <i>Bureau,</i>      | <i>Wyanet</i>        |
| Cole, Delia Evalina       | <i>Champaign,</i>   | <i>Sidney</i>        |
| Conard, Lulu Florence     | <i>Piatt,</i>       | <i>Monticello</i>    |
| Conger, Hattie Edna       | <i>Ford,</i>        | <i>Gibson City</i>   |
| Conover, Clemence Ann     | <i>Kendall,</i>     | <i>Plano</i>         |
| Cooper, Nancy Burton      | <i>(Kentucky)</i>   | <i>Bloomfield</i>    |
| Crosby, Lucie Claire      | <i>LaSalle,</i>     | <i>Grand Ridge</i>   |
| Cuddy, Marcella Elizabeth | <i>Will,</i>        | <i>Wilton Center</i> |
| Cunningham, Ella          | <i>Warren,</i>      | <i>Monmouth</i>      |
| Curry, Beulah             | <i>Schuyler,</i>    | <i>Frederick</i>     |
| Cutler, Emily Mae         | <i>Rock Island,</i> | <i>Edgington</i>     |

| NAMES.                         | COUNTY.            | POSTOFFICE.          |
|--------------------------------|--------------------|----------------------|
| Damert, Harriet Cora           | <i>Stephens m,</i> | <i>Lena</i>          |
| Daniels, Lucretia Ellen        | <i>Vermi ion,</i>  | <i>Danville</i>      |
| Darrah, Mrs. Annie             | <i>Champaign,</i>  | <i>Sadorus</i>       |
| Davis, Lillian Agnes           | <i>Hancock,</i>    | <i>Augu-ta</i>       |
| Davison, May                   | <i>Will,</i>       | <i>Braidwood</i>     |
| Delaney, Lida Mabel            | <i>Macon,</i>      | <i>Maroa</i>         |
| Dennis, Myrtle                 | <i>Tazewell,</i>   | <i>Minier</i>        |
| Denny, Effie                   | <i>Tazewell,</i>   | <i>Mackinaw</i>      |
| Deutsch, Bertha Jessie         | <i>LaSalle,</i>    | <i>Troy Grove</i>    |
| Dewhirst, Mrs. Alta H.         | <i>Clay,</i>       | <i>Passport</i>      |
| Diehl, Erma                    | <i>Coles,</i>      | <i>Mattoon</i>       |
| Dihel, Bertha Jane             | <i>Mercer,</i>     | <i>Sunbeam</i>       |
| Dowdell, Anna Theresa          | <i>Sangamon,</i>   | <i>Springfield</i>   |
| Dunlap, Emma Allissia,         | <i>Sangamon,</i>   | <i>Springfield</i>   |
| Dunlap, Zylpha Myrtle          | <i>Sangamon,</i>   | <i>Springfield</i>   |
| Eastman, Mrs. Mary Donagh      | <i>LaSalle,</i>    | <i>Earlville</i>     |
| Elliott, Margaret Catharine,   | <i>Fullton,</i>    | <i>Table Grove</i>   |
| Eminger, Cora May              | <i>Ford,</i>       | <i>Gibson City</i>   |
| Ericksen, Belle                | <i>Kendall,</i>    | <i>Newark</i>        |
| Evans, Mattie Blanche          | <i>Woodford,</i>   | <i>El Paso</i>       |
| Fairchild, Myrtle Florence,    | <i>Vermilion,</i>  | <i>Danville</i>      |
| Feeney, Anna Elizabeth         | <i>Champaign,</i>  | <i>Iresdale</i>      |
| Finch, Helene                  | <i>Whiteside,</i>  | <i>Fulton</i>        |
| Finney, May Belle,             | <i>Peoria,</i>     | <i>Peoria</i>        |
| Fisher, Orpha Salome           | <i>*Woodford,</i>  | <i>Roanoke</i>       |
| Foster, Margaret Emma          | <i>Montgomery,</i> | <i>Nokomis</i>       |
| Frazier, Laura May,            | <i>Tazewell,</i>   | <i>Delavan</i>       |
| Friedrich, Katharine Christine | <i>LaSalle,</i>    | <i>Mendota</i>       |
| Fritter, Clara Theresa         | <i>Piatt,</i>      | <i>Monticello</i>    |
| Fritter, Edna Elizabeth        | <i>Piatt.</i>      | <i>Monticello</i>    |
| Fruin, Hannah Letitia          | <i>*McLean,</i>    | <i>Bloomington</i>   |
| Fulton, Maude M.               | <i>Cass,</i>       | <i>Ashland</i>       |
| Galford Amy Alice              | <i>Logan,</i>      | <i>Elkhart</i>       |
| Gard, Josepha                  | <i>Pike,</i>       | <i>New Canton</i>    |
| Gaston, Nannie Baird           | <i>Marion,</i>     | <i>Carter</i>        |
| Gates, Carrie Alice            | <i>McLean,</i>     | <i>Shirley</i>       |
| Gibeaut, Stella Maud           | <i>McLean,</i>     | <i>Bloomington</i>   |
| Gilbert, Blanche Eunice        | <i>Woodford,</i>   | <i>El Paso</i>       |
| Gillan, Violet                 | <i>Tazewell,</i>   | <i>Mackinaw</i>      |
| Godwin, Lottie                 | <i>Pike,</i>       | <i>Pleasant Hill</i> |
| Goodwin, Mary Elizabeth        | <i>Macoupin,</i>   | <i>Bunker Hill</i>   |
| †Graves, Jessie Edna           | <i>Bureau,</i>     | <i>La Moille</i>     |

†Not permitted to return.



| NAMES.                      | COUNTY.             | POSTOFFICE.           |
|-----------------------------|---------------------|-----------------------|
| Graves, Mary E.             | <i>LaSalle,</i>     | <i>Earlville</i>      |
| Graves, Vega                | * <i>McLean,</i>    | <i>Bloomington</i>    |
| Grawburg, Millie Maud       | <i>Marshall,</i>    | <i>Henry</i>          |
| Greer, Sarah                | <i>Cook,</i>        | <i>Frauston</i>       |
| Gregory, Emma               | * <i>McLean,</i>    | <i>Normal</i>         |
| Hackett, Georgia            | <i>Ogle,</i>        | <i>Harper</i>         |
| Hafliger, Stella            | <i>Tazewell,</i>    | <i>Dillon</i>         |
| Hall, Ara Beulah            | <i>White,</i>       | <i>Carmi</i>          |
| Hance, Millie Ber Nette     | <i>Douglas,</i>     | <i>Nearman</i>        |
| Handlin Acah Catherine      | <i>Christian,</i>   | <i>Assumption</i>     |
| Harding, Mae Donna          | * <i>McLean,</i>    | <i>Arrowsmith</i>     |
| Harrah, Edith A.            | <i>Col s.,</i>      | <i>Diona</i>          |
| Harter, Mabel Bertha        | <i>Marshall,</i>    | <i>Wenona</i>         |
| Hausen, Minnie Adella       | <i>Lee,</i>         | <i>Franklin Grove</i> |
| Hayden, Mary Edams          | <i>McLean,</i>      | <i>Bloomington</i>    |
| Haynie, Mary                | <i>Marion,</i>      | <i>Salem</i>          |
| Heisey, Kansas May          | <i>Marion,</i>      | <i>Iuka</i>           |
| Hendron, Iva                | * <i>McLean,</i>    | <i>McLean</i>         |
| Herrington, Cora Elizabeth  | <i>McLean,</i>      | <i>Bloomington</i>    |
| Herrington, Minnie          | <i>Peoria,</i>      | <i>Brimfield</i>      |
| Hess, Adan Belle            | <i>Pike,</i>        | <i>Milton</i>         |
| Hess, Hattie Agnes          | <i>Stephenson,</i>  | <i>Orangerville</i>   |
| Hess, Rutha Blanche         | <i>Pike,</i>        | <i>Milton</i>         |
| Holden, Bertha Belle        | <i>Troquois,</i>    | <i>Wellington</i>     |
| Holmes, Easter May          | <i>Wayne,</i>       | <i>Mt. Erie</i>       |
| Homan, Lucy Fanchion        | <i>Peoria,</i>      | <i>Cramers</i>        |
| Howarth, Bessie Jane        | <i>Livingston,</i>  | <i>Fairbury</i>       |
| Hunt, Florence Abigail      | <i>Jo Darriess,</i> | <i>Hanorer</i>        |
| Hussey, Halcyone Belle      | <i>Sangamon,</i>    | <i>Williamsville</i>  |
| Hiff, Nellie Maude          | <i>Woodford,</i>    | <i>Washburn</i>       |
| Jackson, Mrs. Ida May       | <i>Vermilion,</i>   | <i>Danville</i>       |
| Jackson, Louise Julia       | <i>Bureau,</i>      | <i>Ohio</i>           |
| Jenkins, Casaline Marion    | <i>Fulton,</i>      | <i>Vermont</i>        |
| Johnson, Amanda             | <i>Bureau,</i>      | <i>Buda</i>           |
| Johnson, Helen Blanche      | <i>Lake,</i>        | <i>Waukegan</i>       |
| Johnson, Ida Matilda        | <i>Bureau,</i>      | <i>Wyanet</i>         |
| Johnson, Minnie Sigri       | <i>Bureau,</i>      | <i>Princeton</i>      |
| Johnston, Nina May          | * <i>McLean,</i>    | <i>Hudson</i>         |
| Johonnot, Katherine Frances | <i>McHenry,</i>     | <i>Richmond</i>       |
| Jones, Mary Frances         | <i>McHenry,</i>     | <i>Hebron</i>         |
| Joynt, Sarah Elizabeth      | <i>Logan,</i>       | <i>Latham</i>         |
| Judy, Laura May             | <i>Vermilion,</i>   | <i>Blue Grass</i>     |
| Kearney, Myrtle Ethel       | <i>Moultrie,</i>    | <i>Lorington</i>      |

| NAME.                       | COUNTY.            | POSTOFFICE.            |
|-----------------------------|--------------------|------------------------|
| Keith, Evalyn               | <i>Hancock,</i>    | <i>Lima</i>            |
| Keys, Etta                  | <i>Logan,</i>      | <i>Beason</i>          |
| Kienzle, Isabelle Lena      | <i>Champaign,</i>  | <i>St. Joseph</i>      |
| Killian, Agnes              | <i>*McLean,</i>    | <i>Towanda</i>         |
| Killian, Katherine Camillus | <i>*McLean,</i>    | <i>Normal</i>          |
| King, Lulu Belle            | <i>Ogle,</i>       | <i>Kings</i>           |
| King, Winona Adelia         | <i>Stephenson,</i> | <i>Lena</i>            |
| Kingman, Myrtle             | <i>Tazewell,</i>   | <i>Delavan</i>         |
| Kingsbury, Charlotte Hannah | <i>Bond,</i>       | <i>Greenville</i>      |
| Knight, Flora Edith         | <i>Coles,</i>      | <i>Lerna</i>           |
| Koehler, Emma Otilie        | <i>*McLean,</i>    | <i>Normal</i>          |
| Koehler, Houlida Emelia     | <i>*McLean,</i>    | <i>Normal</i>          |
| Kraeger, Grace Clark        | <i>Kane,</i>       | <i>Aurora</i>          |
| Krause, Emma Hettia         | <i>Warren,</i>     | <i>Monmouth</i>        |
| Kreitzer, Emma              | <i>Ford,</i>       | <i>Elliott</i>         |
| Kumpf, Anna Katharina       | <i>Tazewell,</i>   | <i>Pekin</i>           |
| Lantz, Anna Maud,           | <i>McLean,</i>     | <i>Bloomington</i>     |
| Lessley, May,               | <i>St. Clair,</i>  | <i>Mascoutah</i>       |
| Lewis, Adelaide Belle       | <i>Ford,</i>       | <i>Piper City</i>      |
| Lewis, Alta May             | <i>*McLean,</i>    | <i>Saybrook</i>        |
| Lloyd, Helen Ethel          | <i>*McLean,</i>    | <i>Bloomington</i>     |
| Loew, Carrie                | <i>Tazewell,</i>   | <i>East Peoria</i>     |
| Lübbbers, Sarah Theda       | <i>Logan,</i>      | <i>Emden</i>           |
| Lyons, Alice,               | <i>Bureau,</i>     | <i>Arlington</i>       |
| McDavid, Mary Edna          | <i>Moultrie,</i>   | <i>Bethany</i>         |
| McDowell, Mabel Kathryn,    | <i>Whiteside,</i>  | <i>Emerson</i>         |
| McDowell, Pearl Maxwell     | <i>Tazewell,</i>   | <i>San Jose</i>        |
| McGriff, Mary Barris,       | <i>Richland,</i>   | <i>Olney</i>           |
| McIntyre, May,              | <i>LaSalle,</i>    | <i>Streator</i>        |
| McNaughton, Marthia May     | <i>Ogle,</i>       | <i>Stillman Valley</i> |
| McReynolds, Eunice,         | <i>Moultrie,</i>   | <i>Bethany</i>         |
| Maile, Anna Eva             | <i>Will,</i>       | <i>Wilmington</i>      |
| Major, Lessie               | <i>Coles,</i>      | <i>Mattoon</i>         |
| Maloney, Mamie Charlotte    | <i>*McLean,</i>    | <i>Bloomington</i>     |
| Mammen, Vera                | <i>*McLean,</i>    | <i>Bloomington</i>     |
| Mann, Martha Elnora         | <i>Edgar,</i>      | <i>Paris</i>           |
| Marsh, Jennie May           | <i>Warren,</i>     | <i>Monmouth</i>        |
| Martin, Blanche Bradford    | <i>Stephenson,</i> | <i>Winslow</i>         |
| Maurer, Pauline Marie       | <i>Sangamon,</i>   | <i>Cross Plains</i>    |
| Mayne, Edith Mabel          | <i>Bureau,</i>     | <i>Van Orin</i>        |
| Meier, Anna Catharine       | <i>Scott,</i>      | <i>Bluffs</i>          |
| Michael, Cora Helen         | <i>Douglas,</i>    | <i>Newman</i>          |
| Miller, Thena Ellen         | <i>Douglas,</i>    | <i>Tuscola</i>         |

| NAMES.                      | COUNTY.            | POSTOFFICE.            |
|-----------------------------|--------------------|------------------------|
| Mills, Flora Lavinia        | <i>Putnam,</i>     | <i>Clear Creek</i>     |
| Montague, Blanche Elvira    | <i>Stephenson,</i> | <i>Lena</i>            |
| Mowry, Adah                 | <i>Champaign,</i>  | <i>Champaign</i>       |
| Moyer, Verna Alberta        | <i>*McLean,</i>    | <i>Saybrook</i>        |
| Mulroy, Florence            | <i>DeKalb,</i>     | <i>Hinckley</i>        |
| Myers, Nettie               | <i>Carroll,</i>    | <i>Chadwick</i>        |
| Needham, Bessie Agnes,      | <i>Cumberland,</i> | <i>Neoga</i>           |
| Neely, Mary Etta            | <i>Mason,</i>      | <i>Easton</i>          |
| Neikirk, Viola Lucretia     | <i>Mason,</i>      | <i>Forest City</i>     |
| Nelson, Nellie Constance    | <i>(Wisconsin)</i> | <i>Stoughton</i>       |
| Newell, Agnes               | <i>Montgomery</i>  | <i>Farmersville</i>    |
| Osborne, Lora Jane          | <i>Mercer,</i>     | <i>Cable</i>           |
| Paas, Sophia Amelia         | <i>Mason,</i>      | <i>San Jose</i>        |
| Parker, Carrie Juliet       | <i>Kankakee,</i>   | <i>Manteno</i>         |
| Parry, Elsie Della          | <i>Fulton,</i>     | <i>Astoria</i>         |
| Patterson, Gertrude         | <i>Winnebago,</i>  | <i>Rockford</i>        |
| Perkins, Marie Ethel        | <i>Warren,</i>     | <i>Roseville</i>       |
| Perry, Carrie               | <i>(Nebraska)</i>  | <i>Tecumseh</i>        |
| Polhemus, Georgia           | <i>Du Page,</i>    | <i>Aurora</i>          |
| Porter, Rilla               | <i>Fulton,</i>     | <i>Ipava</i>           |
| Prather, Josie              | <i>Cumberland,</i> | <i>Neoga</i>           |
| Pressey, Lillian Dale       | <i>Vermilion,</i>  | <i>Potomac</i>         |
| Protsman, Pearl Elizabeth   | <i>Shelby,</i>     | <i>Prairie Home</i>    |
| Putnam, Helen Clifford      | <i>Sangamon,</i>   | <i>Pleasant Plains</i> |
| Pyatt, Pearl                | <i>Moultrie,</i>   | <i>Bethany</i>         |
| Raney, Nettie Grace         | <i>La Salle,</i>   | <i>Lostant</i>         |
| Ratekin, Lola Dell          | <i>Warren,</i>     | <i>Swan Creek</i>      |
| Reinmiller, Louise Margaret | <i>Livingston,</i> | <i>Wilson</i>          |
| Reiterman, Catherine        | <i>Cook,</i>       | <i>Evanston</i>        |
| Rengel, Elisabeth Bertha    | <i>*McLean,</i>    | <i>Danvers</i>         |
| Riddell, Ethel Grace        | <i>La Salle,</i>   | <i>Earlville</i>       |
| Riley, Katharine Agnes      | <i>Marshall,</i>   | <i>Lacon</i>           |
| Robertson, Grace D.         | <i>Piatt,</i>      | <i>Monticello</i>      |
| Robertson, Lura May,        | <i>Pope,</i>       | <i>Hartsrile</i>       |
| Robertson, Purl             | <i>McLean,</i>     | <i>Bloomington</i>     |
| Rogers, Edith May           | <i>Boone</i>       | <i>Belvidere</i>       |
| Rollins, Halcyon Rebecca    | <i>Vermilion,</i>  | <i>Rankin</i>          |
| Ross, Bertha Pearle         | <i>Edgar,</i>      | <i>Redmon</i>          |
| Rowe, Rose Etta             | <i>Champaign,</i>  | <i>Ludlow</i>          |
| Ryan, Katharine Agnes       | <i>Tazewell,</i>   | <i>Minier</i>          |
| Sallenger, Mary Vienna      | <i>Christian,</i>  | <i>Palmer</i>          |
| Sandeson, Minnetta Christa  | <i>Vermilion,</i>  | <i>Danville</i>        |
| Sawyer, Ida Sophia          | <i>Kane,</i>       | <i>Aurora</i>          |

| NAMES.                        | COUNTY.      | POSTOFFICE.  |
|-------------------------------|--------------|--------------|
| Sayle, Inezella               | Carroll,     | Hanover      |
| Schiek, Christena             | Will,        | Mokena       |
| Scott, Gertrude May           | Coles,       | Mattoon      |
| Scott, Vernie Irene           | Ogle,        | Elida        |
| Schroeder, Frieda Adelaide    | *McLean,     | Bloomington  |
| Searles, Alice May            | Grundy,      | Minooka      |
| Seymour, Carrie Vaughan       | Bond,        | Sorento      |
| Simcox, Anna Maude,           | Marion,      | Potoka       |
| Simmons, Jessie Josephine     | Hancock,     | Joetta       |
| Simpson, Elizabeth            | Morgan,      | Murrayville  |
| Sinclair, Marietta,           | LaSalle,     | Meriden      |
| Smith, Carrie Elizabeth,      | Tazewell,    | Hopedale     |
| Smith, Daisy May              | Tazewell,    | Deer Creek   |
| Smith, Georgia                | LaSalle,     | Mendota      |
| Smith, Kate Belle             | Tazewell,    | Lilly        |
| Smith, Margaret Elizabeth     | Tazewell,    | Morton       |
| Smith, Mina May               | Tazewell,    | Dillon       |
| Smith, Ruth Belle             | Tazewell,    | Morton       |
| Snider, Nellie M.             | Peoria,      | Peoria       |
| Snow, Cora                    | *McLean,     | Normal       |
| Spargrove, Lura Lucile        | Marshall,    | Wenona       |
| Spear, Lurene Caroline        | Vermilion,   | Rankin       |
| Speer, May                    | Mercer,      | Sunbeam      |
| Staver, Bertha Cornelia       | Stephenson,  | Freeport     |
| Stephan, Edith May            | Jo Daviess,  | Scales Mound |
| Stites, Lena Katherine        | *McLean,     | Bloomington  |
| Strohm, Mary Ann,             | Stephenson,  | Winslow      |
| Stubblefield, Edith Eliza     | *McLean,     | Normal       |
| Sutter, Anna Dawson           | Moultrie,    | Lovington    |
| Sylvester, Florence           | Cook,        | Chicago      |
| Taylor, Virginia              | Cook,        | Chicago      |
| Thompson, Iva Irene           | Effingham,   | Shumway      |
| Thompson, Josephine West      | Kane,        | Elgin        |
| Thorp, Luella May             | McLean,      | Normal       |
| Titterington, Susan Edgington | Rock Island, | Rock Island  |
| Tromp, Bertha Elizabeth       | Tazewell,    | Minier       |
| Troxel, Mabel Edith           | *McLean,     | Normal       |
| Turnbull, Jessie Junkin       | Warren,      | Monmouth     |
| Turner, Gladys                | Shelby,      | Oconee       |
| Turner, Irene                 | Whiteside,   | Tampico      |
| Wallace, Lura Margaret        | Warren,      | Coldbrook    |
| Wallace, Margaret Emma        | Macon,       | Decatur      |

| NAMES.                         | COUNTY.               | POSTOFFICE.           |
|--------------------------------|-----------------------|-----------------------|
| Walsh, Mary Genevieve          | <i>Will,</i>          | <i>Joliet</i>         |
| Walz, Emma                     | <i>Stephenson,</i>    | <i>Freeport</i>       |
| Wamsley, Emma Mae              | <i>Champaign,</i>     | <i>Urbana</i>         |
| Warnick, Anna                  | <i>Lee,</i>           | <i>Lee Center</i>     |
| Waters, Eva May                | <i>Sangamon,</i>      | <i>Mechanicsburg</i>  |
| Waters, Gertrude               | <i>McDonough,</i>     | <i>Table Grove</i>    |
| Weldon, Margaret Rose          | <i>*McLean,</i>       | <i>Normal</i>         |
| Wells, Gertrude                | <i>Winnebago</i>      | <i>Winnebago</i>      |
| Wells, Jennie Blanche          | <i>Schuyler,</i>      | <i>Littleton</i>      |
| Wells, Jennie Entrekin         | <i>Macon,</i>         | <i>Elhein</i>         |
| Wells, Jessie Belle            | <i>Mac n,</i>         | <i>Elhein</i>         |
| Wells, Pearl Amanda            | <i>McLean,</i>        | <i>Normal</i>         |
| Wesenbaum, Elizabeth Henrietta | <i>Christian,</i>     | <i>Assumption</i>     |
| Wheeler, Hattie May            | <i>*McLean</i>        | <i>Normal</i>         |
| Wheeler, Mary                  | <i>Stephenson,</i>    | <i>Freeport</i>       |
| Whitmore, Maude Amelia         | <i>Kankakee,</i>      | <i>Momence</i>        |
| Wierman, Edna Susannah         | <i>Putnam,</i>        | <i>Mount Pulatine</i> |
| Williams, Winifred Sue         | <i>Douglas,</i>       | <i>Newman</i>         |
| Wilson, Mamie Eva              | <i>Fulton,</i>        | <i>Fairview</i>       |
| Wilson, Theodora               | <i>Putnam,</i>        | <i>Magnolia</i>       |
| Woltman, Helena Olga           | <i>(Missouri)</i>     | <i>Neeper</i>         |
| Worth, Cleora Ann              | <i>De Kalb,</i>       | <i>Rollo</i>          |
| Wyckoff, Irene Bessie          | <i>Macon,</i>         | <i>Harrist on</i>     |
| Adams, Oscar                   | <i>Edgar,</i>         | <i>Scott Land</i>     |
| Anderson, George Emanuel       | <i>(Kansas)</i>       | <i>Iola</i>           |
| Baker, Frederick Alva          | <i>Clark,</i>         | <i>West Union</i>     |
| Baker, Joseph Howard           | <i>McLean,</i>        | <i>McLean</i>         |
| Barkmeier, Hiram Jonathan      | <i>Mason,</i>         | <i>San Jose</i>       |
| Bennett, William Everett       | <i>De Witt,</i>       | <i>Lane</i>           |
| Birdzell, Charles Allen        | <i>Champaign,</i>     | <i>St. Joseph</i>     |
| Blevins, Robert Alexander      | <i>Mucoupin,</i>      | <i>Atwater</i>        |
| Bonnell, Clarence              | <i>Christian,</i>     | <i>Taylorville</i>    |
| Branaman, John                 | <i>Moultrie,</i>      | <i>Bruce</i>          |
| Brooks, Samuel John            | <i>Logan,</i>         | <i>Natrona</i>        |
| Buhan, George Ellwood          | <i>(Pennsylvania)</i> | <i>Kantner</i>        |
| Bullock, Forrest Minor         | <i>Woodford,</i>      | <i>Eureka</i>         |
| Burroughs, Dillon              | <i>Crawford,</i>      | <i>Oblong</i>         |
| Burton, John Franklyn          | <i>Schuyler,</i>      | <i>Brooklyn</i>       |
| Camp, John Jay                 | <i>Woodford,</i>      | <i>Metamora</i>       |
| Campton, Thomas                | <i>De Witt,</i>       | <i>Waynesville</i>    |
| Carpenter, Walter Hubert       | <i>DuPage,</i>        | <i>Roselle</i>        |
| Conard, Solon Eli              | <i>Piatt,</i>         | <i>Monticello</i>     |



| NAMES.                       | COUNTY.            | POSTOFFICE.           |
|------------------------------|--------------------|-----------------------|
| Cook, Isaac                  | <i>Fulton,</i>     | <i>Farmington</i>     |
| Cowan, Henry                 | * <i>McLean,</i>   | <i>Bloomington</i>    |
| Dawson, Judge Leighton       | <i>Edgar,</i>      | <i>Scott Land</i>     |
| Dodson, Ira                  | <i>Vermilion,</i>  | <i>Snider</i>         |
| Doud, Robert Freeman         | <i>Hancock,</i>    | <i>Elvaston</i>       |
| Dunlap, Matthew William      | <i>Livingston,</i> | <i>Blackstone</i>     |
| Dunlap, William Lindsey      | <i>Livingston,</i> | <i>Blackstone</i>     |
| Eaton, Charles David         | * <i>McLean,</i>   | <i>Normal</i>         |
| †Elkins, George L.           | <i>Johnson,</i>    | <i>Vienna</i>         |
| Evans, Aylmer Hunt           | <i>Jo Daviess,</i> | <i>Hanover</i>        |
| Francis, Charles Henry       | <i>LaSalle,</i>    | <i>Lostant</i>        |
| Fry, William                 | <i>Champaign,</i>  | <i>Rantoul</i>        |
| Gammill, Finis Isgrig        | <i>Coles</i>       | <i>Frilla</i>         |
| Gaston, William Tracy        | <i>Marion,</i>     | <i>Carter</i>         |
| Gigley, John Frank           | ( <i>Indiana</i> ) | <i>Remington</i>      |
| Graffis, Runnion T.          | <i>Mason,</i>      | <i>Natrona</i>        |
| Hainline, Jesse              | <i>McLean,</i>     | <i>Normal</i>         |
| Hamilton, Albert Dilline     | <i>Marion,</i>     | <i>Salem</i>          |
| Hartsell, William Webster    | <i>Shelby,</i>     | <i>Windsor</i>        |
| Hausen, Henry Warren         | <i>Lee,</i>        | <i>Franklin Grove</i> |
| Hess, Absolom                | <i>Pike,</i>       | <i>Pearl</i>          |
| Hohnke, Robert Ernest        | <i>La Salle,</i>   | <i>La Salle</i>       |
| Honn, Franklin Edward        | <i>Coles,</i>      | <i>Arcola</i>         |
| Hunt, Orson Earl             | <i>Jo Daviess,</i> | <i>Hanover</i>        |
| Jackson, John Wesley         | <i>Sangamon,</i>   | <i>Buffalo Hart</i>   |
| Jaeckel, Henry Charles       | <i>Monroe,</i>     | <i>Hecker</i>         |
| Jaeckel, William John        | <i>Monroe,</i>     | <i>Hecker</i>         |
| Jeffries, William Jerdell    | <i>Livingston,</i> | <i>Campus</i>         |
| Jolly, Jasper                | <i>Christian,</i>  | <i>Pana</i>           |
| Jones, Roy Herbert           | <i>Piatt,</i>      | <i>Monticello</i>     |
| Kennel, John J.              | <i>Tazewell,</i>   | <i>Morton</i>         |
| King, Wirt Charles           | <i>Schuyler,</i>   | <i>Brooklyn</i>       |
| Lauterbaugh, Walter Delacour | <i>Sangamon,</i>   | <i>Illioplis</i>      |
| Lindsey, Wyllard Briston     | <i>Lawrence,</i>   | <i>Birds</i>          |
| Linn, Joseph Henry           | <i>St. Clair,</i>  | <i>Mascoutah</i>      |
| Linnabary, John Bruce        | <i>Coles,</i>      | <i>Charleston</i>     |
| McKnight, Joseph             | * <i>McLean,</i>   | <i>Normal</i>         |
| McWherter, Robert Franklin   | <i>Bond,</i>       | <i>Sorento</i>        |
| Markland, Lucien Daniel      | <i>Livingston,</i> | <i>Pontiac</i>        |
| Marxer, Alois Joseph         | <i>St. Clair,</i>  | <i>Millstadt</i>      |
| Mathison, George             | <i>Will,</i>       | <i>Peotone</i>        |
| Miller, John Peter           | <i>Monroe,</i>     | <i>Harrisonville</i>  |

†Not permitted to return.

| NAMES.                       | COUNTY.            | POSTOFFICE.           |
|------------------------------|--------------------|-----------------------|
| Mize, Wilbur Roseberry       | <i>Madison,</i>    | <i>Manix</i>          |
| Moore, Alfred Newton         | <i>Coles,</i>      | <i>Mattoon</i>        |
| Morse, Herbert Henry         | <i>Stark,</i>      | <i>Wyoming</i>        |
| Morton, John Brown,          | <i>Marion,</i>     | <i>Salem</i>          |
| Musskopf, Edward Adolph      | <i>St. Clair,</i>  | <i>Millstadt</i>      |
| Nail, William Franklin       | <i>Montgomery,</i> | <i>Butler</i>         |
| Noble, Clark                 | <i>Jersey,</i>     | <i>Otterville</i>     |
| Noecker, Harry Moris         | <i>Macon,</i>      | <i>Argenta</i>        |
| Owen, David Brashareo        | <i>Fayette,</i>    | <i>Brownstown</i>     |
| Perkins, Orville Benton      | <i>Warren,</i>     | <i>Roseville</i>      |
| Petty, Clarence Melville     | <i>Lawrence,</i>   | <i>Sumner</i>         |
| Porter, Guy                  | <i>Fulton,</i>     | <i>Ipava</i>          |
| Pringle, Maurice Franklin    | <i>McLean,</i>     | <i>Normal</i>         |
| Rennels, Albert Thornton     | <i>Coles,</i>      | <i>Charleston</i>     |
| Rice, Thomas Ernest          | <i>Coles,</i>      | <i>Mattoon</i>        |
| Sale, Walter W.              | <i>*Champaign,</i> | <i>Fisher</i>         |
| Schick, John Calvin          | <i>Lawrence,</i>   | <i>Sumner</i>         |
| Schoenberger, Egidius George | <i>Knox,</i>       | <i>Yates City</i>     |
| Shields, John Elbert         | <i>Coles,</i>      | <i>Oakland</i>        |
| Shinkle, Vincent Garman      | <i>*McLean,</i>    | <i>Normal</i>         |
| Shoemaker, John David        | <i>Clark,</i>      | <i>Westfield</i>      |
| Simmons, J. Claude           | <i>Hancock,</i>    | <i>Fountain Green</i> |
| Smith, Gale                  | <i>*McLean,</i>    | <i>Normal</i>         |
| Smith, Walter Earl           | <i>Kankakee,</i>   | <i>Bonfield</i>       |
| Solomon. William Asburry     | <i>Maccupin,</i>   | <i>Palmyra</i>        |
| Sparks, Robert Leslie        | <i>Tazewell,</i>   | <i>Mackinaw</i>       |
| Spencer, Charles H.          | <i>(Ohio)</i>      | <i>Gilboa</i>         |
| Staub, Theodore              | <i>St. Clair,</i>  | <i>Mascoutah</i>      |
| Stipp, Daniel Crockett       | <i>Bureau,</i>     | <i>Princeton</i>      |
| Stotler, Howard Arthur       | <i>*McLean,</i>    | <i>Hudson</i>         |
| Stout, Henry Field           | <i>Fulton,</i>     | <i>Fairview</i>       |
| Strayer, Martin Luther       | <i>Champaign,</i>  | <i>DeGraff</i>        |
| Sullivan, William            | <i>Edgar,</i>      | <i>Chrisman</i>       |
| Taylor, Myron DeWitt         | <i>McLean,</i>     | <i>Saybrook</i>       |
| Turnbaugh, William Edward    | <i>Pike,</i>       | <i>Pleasant Hill</i>  |
| Ullrich, Frederick           | <i>St. Clair,</i>  | <i>New Baden</i>      |
| Victor, William Albert       | <i>Pulaski,</i>    | <i>Wetaug</i>         |
| Virtue, Ira Sankey           | <i>Jo Daviess,</i> | <i>Elizabeth</i>      |
| Waterman, Wilbur Ernest      | <i>Grundy,</i>     | <i>Wenona</i>         |
| Waugb, Louis Herbert         | <i>Union,</i>      | <i>Cobden</i>         |
| Weber, Edward Jacob          | <i>Madison,</i>    | <i>Fosterburg</i>     |
| Weber, William               | <i>Madison,</i>    | <i>Fosterburg</i>     |

| NAMES.                 | COUNTY.           | POSTOFFICE.         |
|------------------------|-------------------|---------------------|
| Whitney, Emmett W.     | <i>Champaign,</i> | <i>Ludlow</i>       |
| †Wiley, Oscar Randle   | <i>Woodford,</i>  | <i>Minonk</i>       |
| Wilson, James William  | <i>Coles,</i>     | <i>Janesville</i>   |
| Wilson, Rufus Edgar    | <i>Fayette,</i>   | <i>Bingham</i>      |
| Wright, George William | <i>Sangamon,</i>  | <i>Buffalo Hart</i> |

†Not permitted to return.

### Summary.

|                   |   |   |   |   |   |       |
|-------------------|---|---|---|---|---|-------|
| Special students, | - | - | - | - | - | 15    |
| Senior class      | - | - | - | - | - | 39    |
| Second class      | - | - | - | - | - | 102   |
| Third class       | - | - | - | - | - | 280   |
| Fourth class      | - | - | - | - | - | 390   |
|                   |   |   |   |   |   | <hr/> |
| Total             | - | - | - | - | - | 826   |

# Table

SHOWING ATTENDANCE BY COUNTIES OF STUDENTS RECEIVING FREE TUITION.

|                 |    |                 |    |                    |    |
|-----------------|----|-----------------|----|--------------------|----|
| Adams.....      | 1  | Iroquois .....  | 5  | Peoria.....        | 6  |
| Bond.....       | 4  | Jefferson.....  | 1  | Perry .....        | 3  |
| Bureau.....     | 12 | Jersey.....     | 2  | Piatt .....        | 14 |
| Boone.....      | 3  | Jo Daviess..... | 9  | Pike.....          | 13 |
| Carroll.....    | 7  | Johnson.....    | 2  | Pope.....          | 3  |
| Cass.....       | 1  | Kane .....      | 20 | Pulaski.....       | 2  |
| Champaign.....  | 15 | Kankakee .....  | 6  | Putnam .....       | 12 |
| Christian.....  | 14 | Kendall.....    | 6  | Richland .....     | 5  |
| Clark.....      | 2  | Knox .....      | 3  | Rock Island .....  | 6  |
| Clay .....      | 3  | Lake .....      | 5  | Sangamon.....      | 15 |
| Clinton .....   | 1  | LaSalle.....    | 24 | Schuyler.....      | 10 |
| Coles.....      | 23 | Lawrence.....   | 3  | Scott .....        | 1  |
| Cook.....       | 13 | Lee.....        | 7  | Shelby.....        | 16 |
| Crawford.....   | 2  | Livingston..... | 12 | Stark.....         | 4  |
| Cumberland..... | 4  | Logan .....     | 7  | St. Clair.....     | 14 |
| DeKalb.....     | 7  | McDonough.....  | 2  | Stephenson.....    | 13 |
| DeWitt.....     | 3  | McHenry.....    | 6  | Tazewell.....      | 38 |
| Douglas .....   | 10 | McLean.....     | 61 | Union.....         | 1  |
| DuPage.....     | 2  | Macon.....      | 22 | Vermilion.....     | 22 |
| Edgar .....     | 8  | Macoupin.....   | 5  | Warren.....        | 16 |
| Effingham.....  | 2  | Madison .....   | 10 | Washington.....    | 1  |
| Fayette.....    | 2  | Marion .....    | 10 | Wayne.....         | 2  |
| Ford .....      | 11 | Marshall.....   | 7  | White.....         | 2  |
| Fulton.....     | 17 | Mason .....     | 8  | Whiteside.....     | 10 |
| Gallatin .....  | 1  | Mercer .....    | 6  | Will.....          | 10 |
| Grundy .....    | 5  | Monroe.....     | 4  | Winnebago.....     | 5  |
| Hamilton.....   | 2  | Montgomery..... | 4  | Woodford.....      | 18 |
| Hancock.....    | 13 | Morgan.....     | 1  |                    |    |
| Henderson.....  | 2  | Moultrie.....   | 10 | Other States ..... | 16 |
| Henry .....     | 3  | Ogle.....       | 9  |                    |    |

Three other pupils from other states, and seventy-two additional students from McLean county, paid tuition at the rate of \$39 per year.

## Grammar Department.

### PREPARATORY CLASS.

| NAMES.               | COUNTY.            | POSTOFFICE.          |
|----------------------|--------------------|----------------------|
| Bear, Jennie         | <i>Hancock,</i>    | <i>Joetta</i>        |
| Conger, Ethel        | <i>McLean,</i>     | <i>Normal</i>        |
| Carson, Estelle,     | <i>McLean,</i>     | <i>Normal</i>        |
| Crays, Emma          | <i>Vermilion,</i>  | <i>Armstrong</i>     |
| Dewhirst, Alta       | <i>Richland,</i>   | <i>Passport</i>      |
| Dixon, Lavina        | <i>McLean,</i>     | <i>Bloomington</i>   |
| Dixon, Lillie        | <i>McLean,</i>     | <i>Bloomington</i>   |
| Eaton, May           | <i>McLean,</i>     | <i>Normal</i>        |
| Frazier, Laura       | <i>Tazewell,</i>   | <i>Delavan</i>       |
| Gigley, Susan        | <i>(Indiana)</i>   | <i>Remington</i>     |
| Heller, Gertrude     | <i>Woodford,</i>   | <i>Benson</i>        |
| Herrington, Minnie   | <i>Peoria</i>      | <i>Brimfield</i>     |
| Hickey, Kate,        | <i>McLean,</i>     | <i>Bloomington</i>   |
| Hussey, Pearle,      | <i>Sangamon,</i>   | <i>Williamsville</i> |
| Killian, Agnes       | <i>McLean,</i>     | <i>Towanda</i>       |
| McDowell, Pearl,     | <i>Tazewell,</i>   | <i>San Jose</i>      |
| McKee, Mary          | <i>Stark,</i>      | <i>Elmira</i>        |
| Perkins, Marie       | <i>Warren,</i>     | <i>Roseville</i>     |
| Searles, Allie M.    | <i>Will,</i>       | <i>Plainfield</i>    |
| Anderson, Frank      | <i>(Kansas)</i>    | <i>Iola</i>          |
| Brooks, Samuel       | <i>Logan,</i>      | <i>Natrona</i>       |
| Cook, Isaac          | <i>Fulton,</i>     | <i>Farmington</i>    |
| Fleisher, Harry      | <i>Bureau,</i>     | <i>Kasbeer</i>       |
| Franzen, Theodore C. | <i>Livingston,</i> | <i>Odell</i>         |
| Gigley, John F.      | <i>(Indiana)</i>   | <i>Remington</i>     |
| Hartsell, Webster    | <i>Shelby,</i>     | <i>Windsor</i>       |
| Hines, William       | <i>McLean,</i>     | <i>Shirley</i>       |
| Jeffries, W. D.      | <i>Livingston,</i> | <i>Dwight</i>        |
| King, Wirt C.        | <i>Schuyler,</i>   | <i>Brooklyn</i>      |
| Laferty, George      | <i>Mercer,</i>     | <i>Norwood</i>       |
| Marxer, Alois J.     | <i>St. Clair,</i>  | <i>Millstadt</i>     |
| McKnight, Joseph     | <i>McLean,</i>     | <i>Normal</i>        |
| Milner, James B.     | <i>(Indiana)</i>   | <i>Remington</i>     |



| NAMES.               | COUNTY.          | POSTOFFICE.       |
|----------------------|------------------|-------------------|
| McWherter, Robert F. | <i>Bond,</i>     | <i>Sorento</i>    |
| Moots, Bert C.       | <i>McLean,</i>   | <i>Normal</i>     |
| Perkins, Orville,    | <i>Warren,</i>   | <i>Roseville</i>  |
| Ramsey, William G.,  | <i>Mercer,</i>   | <i>Norwood</i>    |
| Rice, William        | <i>Coles,</i>    | <i>Mattoon</i>    |
| Russell, Robert      | <i>(Indiana)</i> | <i>Remington</i>  |
| Sale, Walter W.      | <i>McLean,</i>   | <i>Normal</i>     |
| Skinner, Webster     | <i>McLean,</i>   | <i>Normal</i>     |
| Smith, Walter E.     | <i>Kankakee,</i> | <i>Bonfield</i>   |
| Spencer, William     | <i>McLean,</i>   | <i>Arrowsmith</i> |
| Waugh, L. Herbert    | <i>Union,</i>    | <i>Cobden</i>     |
| Total, - - - - -     |                  | 44                |

### High School, First Year.

|                    |                     |                     |
|--------------------|---------------------|---------------------|
| Champion, Marie    | <i>McLean,</i>      | <i>Normal</i>       |
| Ferguson, Edith    | <i>McLean,</i>      | <i>Bloomington</i>  |
| Graves, Vega       | <i>McLean,</i>      | <i>Bloomington</i>  |
| Mammen, Vera       | <i>McLean,</i>      | <i>Bloomington</i>  |
| Mavity, Louise     | <i>McLean,</i>      | <i>Normal</i>       |
| Richards, Florence | <i>McLean,</i>      | <i>Normal</i>       |
| Vaile, Eleanor     | <i>(California)</i> | <i>San Diego</i>    |
| Baker, Clarence    | <i>Shelby,</i>      | <i>Prairie Home</i> |
| Capen, Bernard     | <i>McLean,</i>      | <i>Bloomington</i>  |
| Carlock, Bruce     | <i>McLean,</i>      | <i>Normal</i>       |
| Dillon, Ray        | <i>McLean,</i>      | <i>Normal</i>       |
| Greenough, Charles | <i>McLean,</i>      | <i>Yuton</i>        |
| Howell, Frank      | <i>McLean,</i>      | <i>Bloomington</i>  |
| Hazle, Stephen     | <i>McLean,</i>      | <i>Bloomington</i>  |
| Johnson, Walter    | <i>McLean,</i>      | <i>Normal</i>       |
| Mammen, Harry      | <i>McLean,</i>      | <i>Bloomington</i>  |
| Total, - - - - -   |                     | 16                  |

### GRAMMAR GRADES.

|                  |                |                    |
|------------------|----------------|--------------------|
| Alsbaugh, Mamie  | <i>McLean,</i> | <i>Normal</i>      |
| Bishop, Lulu     | <i>McLean,</i> | <i>Bloomington</i> |
| Bosworth, Helen  | <i>McLean,</i> | <i>Normal</i>      |
| Bright, Fannie   | <i>McLean,</i> | <i>Normal</i>      |
| Broadhead, Lemma | <i>McLean,</i> | <i>Normal</i>      |
| Brock, Mabel     | <i>McLean,</i> | <i>Bloomington</i> |
| Brown, Grace     | <i>McLean,</i> | <i>Normal</i>      |

| NAMES.            | COUNTY.           | POSTOFFICE.        |
|-------------------|-------------------|--------------------|
| Crays, Edith      | <i>Vermilion,</i> | <i>Armstrong</i>   |
| Courtright, Clara | <i>McLean,</i>    | <i>Normal</i>      |
| Dillon, Bessie    | <i>McLean,</i>    | <i>Normal</i>      |
| Dunlap, May       | <i>Will,</i>      | <i>Peotone</i>     |
| Hiett, Ola        | <i>McLean,</i>    | <i>Normal</i>      |
| Humphrey, Jessie  | <i>McLean,</i>    | <i>Normal</i>      |
| Jackson, Virginia | <i>McLean,</i>    | <i>Normal</i>      |
| Johnston, Edna    | <i>McLean,</i>    | <i>Normal</i>      |
| Proctor, Norma    | <i>McLean,</i>    | <i>Normal</i>      |
| Roder, Mattie     | <i>McLean,</i>    | <i>Normal</i>      |
| Schaffer, Lena    | <i>Tazewell,</i>  | <i>Deer Creek</i>  |
| Smith, Marian     | <i>McLean,</i>    | <i>Normal</i>      |
| Smitson, Laura    | <i>McLean,</i>    | <i>Normal</i>      |
| Snow, Vera        | <i>McLean,</i>    | <i>Normal</i>      |
| Stewart, Nellie   | <i>McLean,</i>    | <i>Normal</i>      |
| Tipton, Winona    | <i>McLean,</i>    | <i>Normal</i>      |
| Wilson, Maude     | <i>McLean,</i>    | <i>Normal</i>      |
| VanHook, Nelly    | <i>McLean,</i>    | <i>Normal</i>      |
|                   |                   |                    |
| Asher, Burt       | <i>McLean,</i>    | <i>Normal</i>      |
| Beadle, Elbert    | <i>McLean,</i>    | <i>Normal</i>      |
| Burtis, Ira       | <i>McLean,</i>    | <i>Hudson</i>      |
| Chambers, William | <i>McLean,</i>    | <i>Bloomington</i> |
| Crigler, Clute    | <i>McLean,</i>    | <i>Normal</i>      |
| Dick, Carl        | <i>McLean,</i>    | <i>Bloomington</i> |
| Dick, Fred        | <i>McLean,</i>    | <i>Bloomington</i> |
| Evans, Mark       | <i>McLean,</i>    | <i>Bloomington</i> |
| Gantz, Irvin      | <i>McLean,</i>    | <i>Bloomington</i> |
| Gardner, George   | <i>Winnebago,</i> | <i>Rockford</i>    |
| Haitz, Charles    | <i>McLean,</i>    | <i>Normal</i>      |
| Hayes, Wilson     | <i>McLean,</i>    | <i>Bloomington</i> |
| Helmick, Russell  | <i>McLean,</i>    | <i>Normal</i>      |
| Hibler, Herbert   | <i>McLean,</i>    | <i>Normal</i>      |
| Hilyard, Perry    | <i>Monroe,</i>    | <i>Waterloo</i>    |
| Hutchin, Elberon  | <i>McLean,</i>    | <i>Bloomington</i> |
| Iliff, Harry      | <i>McLean,</i>    | <i>Normal</i>      |
| Johnson, Homer    | <i>McLean,</i>    | <i>Bloomington</i> |
| Johnstone, Lyle   | <i>McLean,</i>    | <i>Bloomington</i> |
| Kent, Royal B.    | <i>McLean,</i>    | <i>Normal</i>      |
| Lindblad, Edward  | <i>McLean,</i>    | <i>Normal</i>      |
| Lord, Guy         | <i>McLean,</i>    | <i>Normal</i>      |
| Mammen, Ernest    | <i>McLean,</i>    | <i>Bloomington</i> |
| John, Matson      | <i>(Arkansas)</i> | <i>Little Rock</i> |

| NAMES.              | COUNTY. | POSTOFFICE. |
|---------------------|---------|-------------|
| Molesworth, Clyde   | McLean, | Normal      |
| Sage, Chester       | McLean, | Normal      |
| Sinclair, Uel       | McLean, | Normal      |
| Smith, Ward         | McLean, | Bloomington |
| Stubblefield, David | McLean, | Normal      |
| Weldon, James       | McLean, | Normal      |
| Wentz, Roy          | McLean, | Normal      |
| Witwer, Leroy       | McLean, | Normal      |
| Wrigley, Harry      | McLean, | Normal      |
| Veach, James D.     | McLean, | Normal      |
| Vencill, Albert     | McLean, | Normal      |
| Total, 60.          |         |             |

### Summary.

|                          |   |   |   |   |   |     |
|--------------------------|---|---|---|---|---|-----|
| Preparatory class,       | - | - | - | - | - | 44  |
| First year, High School, | - | - | - | - | - | 16  |
| Grammar grades,          | - | - | - | - | - | 60  |
| Total,                   | - | - | - | - | - | 120 |
| Girls                    | - | - | - | - | - | 51  |
| Boys,                    | - | - | - | - | - | 69  |
| Total,                   | - | - | - | - | - | 120 |

# Intermediate Department.

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|                    |                      |                    |
|--------------------|----------------------|--------------------|
| Alspaugh, Willa    | Felmley, Mildred     | Mavity, Mary       |
| Augustine, Myrtle  | Felmley, Ruth        | Miller, Nellie     |
| Bates, Laura       | Goodspeed, Ada       | Milliken, Ora      |
| Benbrook, Leah     | Goodspeed, Laura     | Morse, Marguerite  |
| Bosworth, Mabel    | Gregory, Lois        | Myers, Irene       |
| Bricker, Jessie    | Haitz, Mamie         | Perry, Barza       |
| Brown, Etta        | Haney, Alice         | Railsback, Marie   |
| Chrisman, Nellie   | Haney, Ruth          | Railsback, Mary    |
| Clough, May        | Hartley, Frances     | Rosenberry, Ethel  |
| Coen, Eleanor      | Heller, Lottie       | Scott, Mildred     |
| Coen, Margaret     | Hibler, Bruce        | Smith, Alice       |
| Coith, Clara       | Hiett, Lela          | Smith, Helen       |
| Coith, Edna        | Huffington, Grace    | Smitson, Nellie    |
| Coleman, Juanita   | Johnson, Edna        | Stanger, Montana   |
| Courtright, Ada    | Kennedy, Merle       | Taylor, Ocela      |
| Courtright, Ruth   | Knott, Gracie        | Thompson, Ethel    |
| Craig, Edith       | Lord, Mamie          | Tomlinson, Annie   |
| Crigler, Nina      | Lutz, Mabel          | Triplett, Margaret |
| Crist, Lulu        | Mace, Ruth,          | Vencill, Lulu      |
| Dillon, Bessie     | McNeil, Grace        | Wheeler, Jessie    |
| Dillon, Ethel      | Martens, Anna        | Wilson, Mabel      |
| Allen, Jay         | Gregory, Herbert     | Mace, Lamar        |
| Beadle, Homer      | Haitz, Charley       | Mowrer, Paul       |
| Beckwith, Harry    | Hargitt, Leslie      | Patterson, Stephen |
| Bedinger, Franklin | Hargitt, Percy       | Pollitt, Bert      |
| Bowen, Vernon      | Hetfield, Miller     | Pollitt, Thurman   |
| Bowman, Leverett   | Howard, Archie       | Railsback, Fay     |
| Bricker, Norman    | Hussey, Alfred       | Reeves, Elton      |
| Bright, Reuben     | Hutchin, Elberon     | Reeves, Thornton   |
| Broadhead, Charles | Jackson, Leigh       | Riley, Carl        |
| Burwell, Clyde     | Jackson, Lester      | Riley, Dean        |
| Coith, Alvin       | Johnson, Roy         | Rosenberry, Earle  |
| Colton, Jamie      | Kennedy, Allen       | Schad, Stuart      |
| Courtright, Harry  | Kirkpatrick, Charles | Schad, William     |
| Craig, Fred        | Kettering, Raymond   | Shinkle, Eddie     |

|                  |                   |                   |
|------------------|-------------------|-------------------|
| Crigler, Burr    | Kuhn, Louie       | Shirk, Willie     |
| Denton, Earle    | Kuhn, Waldo       | Snow, Charley     |
| Dick, Carl       | Leighton, Norman  | Stansbury, Leslie |
| Dick, Harry      | Lindblad, Arthur  | Stoltze, Carl     |
| Dillon, Chester  | Lindblad, Edwards | Tipton, Herbert   |
| Dillon, Claire   | Loehr, William    | VanHook, Herbert  |
| Dillon, Ralph    | Lord, Emory       | Vencill, Albert   |
| Duff, Walker     | Lutz, David       | Weinhart, Charley |
| Frost, Walter    | McCord, Freeman   | Wentz, Roy        |
| Goodspeed, James |                   |                   |

Girls enrolled, 63; boys, 70; total, 133.



### Primary Department.

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|                    |                    |                  |
|--------------------|--------------------|------------------|
| Baylor, Irene      | Haitz, Etta        | Martens, Louise  |
| Bence, Leta        | Hamill, Wahneita   | Moore, Sadie     |
| Bowman, Ocla       | Haney, Alice       | Perrin, Eva      |
| Brown, Verne       | Hargitt, Daisy     | Railsback, Mary  |
| Burwell, Alice     | Hill, Marium       | Reeder, Sally    |
| Courtright, Minnie | Hoff, Reva         | Schad, Irma      |
| Craig, Edith       | Huffington, Grace  | Shanklin, Ada    |
| Darrah, Nita       | Irvin, Hazel       | Shanklin, Olive  |
| Denton, Florence   | Kerrison, Cora     | Sinclair, Anna   |
| Dillon, Alice      | Kuhn, Nellie       | Smith, Lucia     |
| Felmley, Mildred   | Lewis, Celia       | Stansbury, Anna  |
| Fisher, Nellie     | McCormick, Ella    | Underwood, Marie |
| Frost, Ina         | McKnight, Myrtle   | VanHook, Ethel   |
| Gamble, Faith      | McNeil, Hazel      | Walker, Mildred  |
| Goodale, Helen     | Marshall, Clara    | Wells, Grace     |
| Graves, Helen      | Martens, Anna      |                  |
| Adams, Charles     | Ferguson, Claude   | Morse, Heber     |
| Alspaugh, John     | Ferguson, Herbert  | Moyer, Maurice   |
| Bence, Walter      | Ferguson, Lowell   | Palmer, Charles  |
| Bowers, Homer      | Fry, Harold        | Perry, Marion    |
| Bowman, Leverett   | Hargitt, Merton    | Perry, Myron     |
| Bricker, Oran      | Holder, Charles    | Pitts, Joseph    |
| Burroughs, Alva    | Houchin, George    | Pollitt, Thurman |
| Burwell, Clyde     | Irvin, Delmar      | Reeves, Thornton |
| Clark, Earl        | Jackson, John      | Reid, Wayne      |
| Collins, Irl       | Kennedy, Frank     | Rollins, Dana    |
| Dewhirst, Joseph   | Kerrison, Marcus   | Rosenberry, Earl |
| Dick, Harry        | Kettering, Raymond | Sage, Harold     |
| Dillon, Claire     | Lantz, Roy         | Saunders, George |
| Edmunds, Olin      | Lindblad, Nelson   | Vencill, Harold  |
| Erskine, Ralph     | Miner, Charles     | Wilson, Nat      |

Girls enrolled 47; Boys, 45; Total, 92.

**General Summary.**

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|                                     |   |                      |   |   |   |   |       |
|-------------------------------------|---|----------------------|---|---|---|---|-------|
| Normal Department,                  | . | .                    | . | . | . | . | 826   |
| Practice School                     | { | Preparatory,         | . | . | . | . | 44    |
|                                     |   | Grammar Grades,      | . | . | . | . | 76    |
|                                     |   | Intermediate Grades, | . | . | . | . | 133   |
|                                     |   | Primary Grades,      | . | . | . | . | 92    |
| Total in Practice School,           |   | .                    | . | . | . | . | 345   |
| Grand total in Normal University,   |   | .                    | . | . | . | . | 1,171 |
| Deduct names counted twice,         |   | .                    | . | . | . | . | 46    |
| Whole number of Different Students, |   | .                    | . | . | . | . | 1,125 |













